

TWENTY-FOURTH ANNUAL REPORT

OF THE

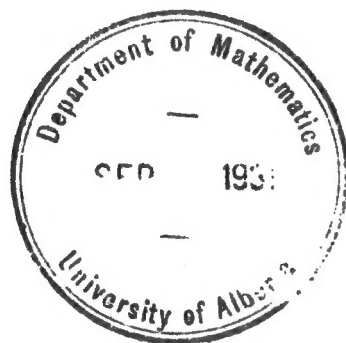
Department of Education

OF THE

PROVINCE OF ALBERTA

1929

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY



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1930

Edmonton, December 31, 1929.

TO HIS HONOUR

WILLIAM EGBERT,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1929.

I remain, Sir,

Your obedient servant,

PERREN BAKER,

Minister of Education.

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Edmonton, Alberta,
December 31, 1929.

THE HONOURABLE PERREN BAKER,
Minister of Education,
Edmonton, Alberta.

SIR:

I have the honour to submit herewith the Report of the Department of Education for the year 1929. It contains reports from the Deputy Minister, Supervisor of Schools, Chief Inspector of Schools, High School Inspectors, Director of Technical Education and Principal of the Institute of Technology and Art, the Normal School Principals, Secretary of the Department, Registrar, Statistician, Chief Attendance Officer, and Managers of the School Book, De-benture, and Building Branches. The statistics dealing with the attendance of pupils at the public, separate, and private schools of the Province are for the school year commencing July 1st, 1928, and ending June 30th, 1929. The financial and departmental reports refer to the year ending December 31st, 1929.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister of Education.

THE HONOURABLE PERREN BAKER,
Minister of Education,
Edmonton, Alberta.

SIR:

I have the honour to submit for your consideration the Annual Report of the Deputy Minister of Education for the year 1929.

SCHOOL DISTRICT ORGANIZATION.

On December 31, 1929, there were 3,563 school districts in existence in this Province, including the units in consolidated districts. The number of departments in school districts on June 30, 1929, was 5,345.

Seventy-five elementary school districts were formed during the year 1929, and three rural high school districts were erected.

Continued progress has been made in the provision of modern school facilities by the erection of new buildings, and by adding to and altering existing school houses. Eighty-six new one-roomed rural schools were erected during the year, and twenty-one two-roomed schools. Enlargements were made by the addition of one or two classrooms to twenty-two other schools. In addition to the rural school houses built during the year, a number of larger buildings were erected in various communities to provide for the growing school population.

ENROLMENT AND SECONDARY EDUCATION.

The enrolment in the elementary and secondary schools of the Province for the school year 1928-1929 was 164,850, an increase of 5,764 over that of the preceding year. The pupils were distributed between elementary and secondary grades as follows:

In Grades I-VIII, inclusive	145,417
In Grades IX, X, XI and XII	19,433

The enrolment in the high school grades represents an increase in the school year 1928-1929 of 1,215 students. The increase in the number of high school students from 1926 to 1929 was 34.4%.

DEPARTMENTAL EXAMINATIONS.

The number of students who wrote on the departmental examinations in the year was 25,738, an increase of 2,147. Each student would write in an average of at least five papers, which would mean that 128,690 answer papers would have to be carefully evaluated by the sub-examiners. Thirty papers constitute a good day's work for a sub-examiner, and if one hundred of these were appointed they would be capable of doing three thousand answer papers per day. One hundred sub-examiners would thus require 42 days to complete the work of evaluating the answer papers.

The number of examiners appointed is growing rapidly from year to year, and the cost of the examinations will increase more rapidly in the future if our present system continues.

TEACHER-TRAINING.

In September of this year a new Normal School was opened in Edmonton. This building is capable of accommodating 500 Normal School students, and has eight class-rooms in addition, occupied by pupils in the elementary grades. It is an imposing structure of brick and stone, and has all the equipment and accommodation that are to be found in the most modern normal schools in Canada.

The enrolment in the three Normal Schools during the term commencing September 1, 1929, was 827. A few of these students withdrew on account of ill-health or dislike for the work, and some were requested by the principal to withdraw, after the staff had unanimously decided that they would not be successful teachers. This process of elimination is carried on during the autumn term, and until the results of the December examinations are known. Those students who have excelled in their practice teaching and passed their Christmas tests, usually succeed in the final examinations if they study conscientiously and intelligently.

Greater stress than formerly is placed on the student's ability to speak and write English correctly, and those students who are unable to enunciate clearly, or who speak with a foreign accent, are advised to enter some other profession where such a handicap will not affect their usefulness.

TECHNICAL EDUCATION.

There has been an increasing demand for technical and vocational training throughout the Province. This was clearly shown by the large number of students applying for admission to the Institute of Technology. The total number of students enrolled in day, night, and correspondence classes at that institution during the year was 2,023. In the electricity, motor mechanics, and tractor departments, the demand for admission could not be met by the accommodation afforded.

The city of Calgary erected a modern technical school in 1929 for secondary school students. This institution has an enrolment in its classes of over 125. The Calgary school authorities expect that a combined academic and technical course of three years' duration will be given in this school, with a probable enrolment of 500 students.

During the year 1929 the Department of Education outlined in detail a two-year course of study for technical schools, and a third year course will be provided in 1930.

The supply of teachers at the end of the year was slightly greater than the demand. This was due to the closing of schools in districts that were not in a financial position to operate for the whole year. These schools will be opened, however, on or about March 1, 1930, and positions will thus be provided for all those teachers who are willing to accept appointments.

Parents who formerly did not wish to send their children to school are showing an improved attitude with respect to school attendance, and the Attendance Branch of the Department of Education does not find it necessary to send out as many warning notices to parents as formerly. In 1919, this branch of the Department required to send out four times as many warning notices, and to institute five times as many prosecutions, as in 1929.

The following table will indicate the rapid educational progress that has been made during the last ten years. It gives a comparison between statistical tables for the years 1919 and 1929, with a decade intervening:

Year	Total Enrolment of Pupils	No. of School Districts Operating	No. of Rooms Operating	Warning Notices Issued	Prosecutions	Convictions	Average Monthly Percentage of Attend- ance	Percentage of Total Enrolment in High School Grades	Percentage of Schools Operating more than 160 days
1919	121,567	2,796	4,128	5,687	300	290	82.51	6.53	66.35
1929	164,850	3,242	5,345	1,371	55	50	87.28	11.78	93.30

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,

Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT
(M. M. O'BRIEN)

During 1929 the Department of Education was responsible for the education of some fifty-eight deaf children and twenty-two blind children in schools for the deaf and blind located in Manitoba, Ontario, Quebec and British Columbia.

During the year forty-five children attended the Manitoba school for the deaf at Winnipeg. During the first term there were thirty-nine children in attendance. At the beginning of the September term three of these pupils did not return, but six new pupils commenced, so that at the end of the year there were forty-two Alberta deaf children in attendance at this school. This is the largest number that attended during any one term. During the year eight deaf children from this Province attended the British Columbia school for the deaf and blind at Vancouver. There were only five children in attendance the first term, but three new pupils were admitted in September. In the school for deaf girls at Montreal there were three pupils the first term. Two of these completed the course and did not return, but one new pupil was admitted, so that at the end of the year there were just two Alberta pupils in this school. One deaf child attended the McKay Institute at Montreal. Due to the fact that we were allowed to send a larger number of pupils to the Manitoba school for the deaf and to the British Columbia school for the deaf and blind, we were able in the September term to take care of all the deaf children who were of school age and who were prepared to attend.

Of the twenty-two blind children taken care of during the year, fourteen attended the Ontario school for the blind at Brantford. During the first term there were eleven pupils in attendance from this Province, three of whom did not return for the second term, but three new pupils commenced. In the school for the blind at Montreal we had four pupils during the year, two the first term, one of whom finished his course in June, and two new pupils who commenced in September. In the British Columbia school for the deaf and blind at Vancouver there were four blind children in attendance, two of whom commenced in the September term.

In addition to these blind children the Department continued to assist one blind boy attending University, one blind girl attending the Toronto conservatory of music and one blind girl attending McDougall commercial school in Edmonton. The total cost of taking care of these deaf and blind children for the year 1929 was \$42,903.91.

For the purpose of assisting the adult blind, Alberta is a member of the Western Division, Canadian National Institute for the Blind. Headquarters of the division are in Vancouver. Two home teachers work in the Province, one of these residing in Edmonton and the other in Calgary. A legislative grant of \$5,000 a year is made

to the Canadian National Institute for the Blind. This money is to take care of the cost of the work carried on in this Province, the salary and expenses of the home teachers, assistance given to the blind in connection with the sale of their work, relief, etc. As the number of adult blind increases, the cost increases and the Alberta Committee of the Canadian National Institute for the Blind, which acts in an advisory capacity to the headquarters staff of the Western Division, is being asked to endeavor to raise additional funds to provide for the larger number of adult blind and the more extensive work being done amongst them.

SUB-NORMALS.

The special assistance given to districts providing classes for sub-normal students was continued in 1929. The total amount of this special grant was \$7,156.54, distributed as follows:

Location.	No. of Teachers.	No. of Pupils.	Ages.	Amount of Grant Paid.
Edmonton	4	22	8-18	\$1,711.54
Calgary	5	83	9-17	4,770.00
Lethbridge	1	15	11-16	675.00

LOANS TO NORMAL SCHOOL STUDENTS.

During the Normal School session 1928-29 two hundred and ninety-eight students obtained loans from the Government to assist them in financing their course. The total amount so advanced was \$99,835.00, averaging a loan of \$335.08 per student. Payments on previous loans falling due during the year were very well taken care of and a considerable amount was paid on loans that were overdue and outstanding from previous years. During 1929 payments made on these loans totalled \$104,772.68 principal and \$13,335.85 interest. Three hundred and thirteen students closed out their accounts, seven hundred and twenty-eight students made payments on current accounts, and two hundred students made payments on overdue accounts.

LOANS TO SCHOOL DISTRICTS.

In 1929 it was found necessary to make loans to only eight school districts for a total of \$1,479.00. During the year quite a large number of districts made payments against their accounts, the amount received being \$59,808.47 principal and \$56,540.71 interest. During the year sixteen districts closed out their accounts, and two hundred and thirty-three districts made substantial payments to reduce their indebtedness. As of December 31st the accounts of some three hundred and twenty-one districts are on our ledgers; the amount these districts owe being \$364,641.45 principal and \$101,213.71 interest.

OFFICIAL AUDITORS.

Eight hundred and forty-eight auditors were appointed for the year 1929. The work done by these officials was of a high standard and satisfactory reports were received. Shortages were discovered in the accounts of a number of districts, but in every case settlement

was made, so that the school districts did not lose. In five cases, where it was not possible to secure settlement with the officials responsible, the bond company made good the shortage by reimbursing the school districts to the extent of the amounts in question.

SECONDARY SCHOOL INSPECTORS

(J. A. SMITH, E. L. FULLER)

Secondary education in this Province has evidenced a wonderful growth during the year 1929. The increase in the number of teachers engaged exclusively in high school work has been very marked. During the year twenty-five rooms were added to the already organized high schools and thirty-one districts opened high school departments for the first time, making an increase of fifty-six teachers to our list. In Calgary and Edmonton, at the end of the year 1929, there were one hundred and sixty teachers engaged in high school academic work, and outside these two cities two hundred and ninety-seven teachers were giving full time to the same work. This makes a total of four hundred and fifty-seven teachers who come under our supervision. These figures will show that it is impossible for us to reach these schools yearly and to make inspections worth while. In the town and village high schools, where the personnel of the staffs is changing yearly, the trustee boards see the need of semi-annual inspections.

The problem of securing qualified and experienced teachers for the town and village high schools is becoming more acute each year. The school boards, with the assistance of the inspectors, experience much difficulty in filling the positions vacated through the promotion of teachers to the larger organizations. The school boards of the four cities have also been forced to lower their academic requirements in applicants for positions. At the present time there are sixteen teachers without university degrees on the staffs of these schools. Of the four hundred and fifty-seven teachers mentioned in the previous paragraph, two hundred and eighty are university graduates, one hundred and forty-four hold first-class certificates, and thirty-three have only second class standing. The scarcity of qualified teachers, who are progressive in their own field of work and enthusiastic and alive to the responsibilities and possibilities of their positions, creates an opportunity for the less purposeful, the less able, and the less ambitious teacher to find his way into our high schools.

It would be a matter of much satisfaction if we could hold in our town schools more young men who are personally equipped for teaching and who are keenly alive to all opportunities for increasing their academic and professional efficiency. The majority of school boards are prepared to liberally remunerate teachers of this type.

The need for increased facilities for secondary instruction continues to grow. The majority of trustee boards, however, are alive to the situation and display a keen interest in the task of providing

and maintaining modern and wholesome environment for high school students. In a number of districts new buildings were erected during 1929, and these are now in use. In other districts school boards have their plans well advanced and will complete and equip schools during the coming year.

During the past midsummer certain revisions were made in the high school course of study, these becoming effective at the beginning of the fall term. While it is as yet too early in the academic year to assert with definiteness how beneficial the changes were, it may be said that, with very few exceptions, the revisions have been favorably received by the teachers. It is now generally agreed that there is a better proportion of weight in the different subjects of each year and that the more difficult units of study have been reduced more nearly to a level that adapts them to the capacity of the average student. It is conceded, on the other hand, that the upward revision in some units has strengthened courses that were admittedly too light, and that there is now less of a tendency for students to select certain units because they consider them easy.

An improvement worthy of notice is taking place in the quality of the instruction given in the laboratory sciences, viz., Physics and Chemistry. The revision of the course of study just referred to provided, among other things, for an increased amount of demonstration work by the teacher and a certain amount of experimental work by the students themselves. On the whole, there has been a satisfactory reaction to the new demands. Teachers are endeavoring conscientiously to meet the present requirements and school boards are responding almost without exception to requests for the necessary apparatus and facilities. The lessened use of the text-book method and a consequently increased use of the demonstration and laboratory methods will result in a much better trained type of student in this Province.

When the present high school course was organized, it provided for four units of English Composition, the aim of its framers evidently being to have one unit of the subject in each of the four years of the secondary school. This aim to us appears to be both legitimate and wise. A tendency has developed in many quarters, however, to defeat it. Some schools are now so organized that students are permitted to take two units of composition in the same year. In many cases students, on their own initiative, write at the same time the examinations in two units of the subject without taking the course in the one or the other of them. Composition, being almost altogether an art, lends itself to this kind of juggling, while no other subject in the high school curriculum does, at least to anything like the same extent. We believe that a departmental regulation is necessary, in the interests of the students, to control the situation.

During the year extensive provision was made for the growth of professional interest in the high school teachers of the Province. In November, conventions representing the northern, central and southern sections of Alberta were held at Edmonton, Calgary and Lethbridge respectively. The registration in each case was large, that in Edmonton and Calgary amounting approximately to ninety

teachers for each centre. The chief aim of the fall convention is to give practical assistance in the solution of every-day class-room problems, and teachers, particularly those limited in experience, report that they find the addresses and discussions most helpful. The high percentage of attendance or the keen interest shown in the programmes is each, in itself, a sufficient warrant for the organization and continuance of the high school teachers' convention.

SUPERVISOR OF SCHOOLS

(G. FRED McNALLY)

The year just closed has been a busy one in the division of the work of the Department of Education. In April ground was broken on the University campus at Edmonton for a new building for the housing of the Normal School. Good progress was made in the work of construction, and the south wing was ready for occupancy by the middle of September. About two months were required to complete the entire plant, and by the end of the year every service could be offered. The formal opening took place on January 3rd, 1930, with the Minister of Education presiding.

The Edmonton school has a practice department of eight class rooms and two demonstration rooms. The Normal School proper is equipped with library, auditorium, gymnasium, special art and science rooms, cafeteria and the usual offices. It has a capacity of five hundred student-teachers.

A SCHOOL OF EDUCATION.

At the opening of the University in October the department transferred the work of training teachers of academic rank to the new School of Education which had been organized during the summer. The School of Education will enroll only those with University degrees, and will train teachers for work on the junior and senior high school level only.

About seventy students are enrolled in one or other of the courses in the School of Education. Ten of these will graduate next May and be ready to go to work. Dr. M. E. Lazerte, who has been connected with the schools of the Province for more than twenty years, has been entrusted with the direction of the new school. The training of teachers for elementary grades will continue to be the main task of the Normal Schools. Reports from the principals of the Normal Schools will be found following this. These contain details of the organization of the schools, numbers in attendance and the quality of work done.

THE HIGH SCHOOL CURRICULUM REVIEWED.

Soon after the close of the Legislature the Minister of Education appointed a "Curriculum Review Committee" and referred to it the following questions:

(a) To determine as to the advisability of lightening the curriculum at present in use.

(b) In the event of a decision that further lightening should take place, to determine just how this is to be brought about—whether by decreasing the number of units or by lessening the content of the individual units as now set up.

(c) To explore the possibility of making the requirements for normal entrance and matriculation uniform.

The following constituted the committee:

Dr. R. C. Wallace, President, University of Alberta.

Mr. J. A. Smith, Inspector of High Schools.

Mr. E. L. Fuller, Inspector of High Schools.

Mr. C. O. Hicks, Principal, Victoria High School, Edmonton.

Mr. A. J. Watson, Superintendent of Schools, Lethbridge.

Mr. Munroe McLeod, Principal, Camrose.

Mr. G. Fred McNally, Supervisor of Schools, Chairman.

The committee had its first meeting on June 19th, and met from time to time for about two months. In the latter part of August it submitted a report containing specific recommendations on the first two questions of the reference. With regard to the third it suggested that a special committee be appointed for the further study of the problem. It was thought that this committee might report in time to have its recommendations included in the 1930-31 regulations. It consists of Dr. E. W. Sheldon and Dr. Alexander J. Cook of the University staff, Mr. J. A. Smith of the inspection staff, Messrs. George Robinson, of Calgary, and C. O. Hicks, of Edmonton, and G. Fred McNally, chairman. The Deputy Minister is a member of the committee in an advisory capacity. This committee is already at work.

The review committee recommended that no change be made in the number of units required for normal entrance and junior matriculation. That number remains at twenty-one. The following changes were made in the weighting of the units as organized:

In Art 1 three of the exercises were shortened and simplified. Two of those in Art 2 received similar treatment.

Composition 1 and 4 were left as before. Composition 2 was strengthened by the addition of a certain amount of analysis and general grammar. Composition 3 was lightened by the transfer of certain material to Composition 2 and the adoption of a shorter, more concise text in grammar.

Practically the only changes in literature were the reduction of the prescribed memory work in each unit. The history of literature, which had proven rather light, had a new chapter with readings added.

In French certain adjustments took place in the second and third units. In French 2, two lessons from the grammar, some irregular verbs, and the reader were dropped, while in French 3 the grammar was very materially reduced.

Considerable reduction was made in each of the three Latin units, including the grammar of Latin 1, the Ovid in Latin 2 and the Vergil in Latin 3.

History 1 was left unchanged. A shortened text replaced the one formerly in use in History 2. This meant a saving of nearly 300 pages. Substantial reductions were made in the Canadian and

civics sections of History 3. Similarly chapters were dropped from both texts in History 4.

No change was made in either Algebra 1 or 2. Algebra 3 was considerably reduced.

Arithmetic remains as before, while three chapters were dropped from the authorized text in Trigonometry. The next text in use in Geometry appeared to be of proper difficulty for the first two years. All sections dealing with poles and polars were dropped from the text used in Geometry 3.

It was agreed that the course in Agriculture 1 was well graded. Agriculture 2 was too light. Sections on the "Industry of Agriculture" in Canada were added as well as a number of projects. All science subjects were made more practical through having definite experiments prescribed.

NEW TEXT-BOOKS.

The following changes in text-books were made during the year:

The Ontario High School English Grammar, shortened to a one-year course and revised, replaced the earlier book.

A new Analytical Geometry, prepared by Principal Sheppard of Strathcona high school, is now in use in the fourth year.

Similarly a new edition of "La Poudre Aux Yeux," by Dr. Sonet of the University of Alberta, was adopted for use in French 2.

The Work Book in Geography for use in Grade V was printed during the closing weeks of the year, and will be on sale with the opening of the new term.

The manuscript of a new text in General Science is now in the hands of the science committee.

Advance chapters have also been received of a new Chemistry, which will combine the work of Chemistry 1 and 2 in one book.

SCHOOL FAIRS.

One hundred and thirty school fairs were held during 1929, in co-operation with the Department of Agriculture. Competitions were held in Art, Penmanship, Composition, Elementary Science, Manual Training, Geography, Physical Training and Music. In addition to providing prize money for all classes in these divisions, the Department also provided a special prize for the pupil in each School Fair Association making the highest number of points on exhibits of school work. This prize consists of beautiful leather-bound books of standard literature. Each winner of this prize received the following books:

Black Arrow—Stevenson.
Jane Eyre—Bronte.
Book of Golden Deeds—Yonge.
Christmas Books—Dickens.
Ivanhoe—Scott.
The Heroes—Kingsley.
Comedies—Shakespeare.

COURSES FOR TECHNICAL SCHOOLS.

Details of the courses to be offered in technical high schools were worked out early in the year, that they might be made available for the opening of school in September. The assumption underlying the plan is that the pupils who register in these courses have made a definite choice as between university matriculation and normal entrance courses on the one hand and those that lead directly into industrial occupations. The following indicates the offerings for the first two years in a technical high school in Alberta:

FIRST YEAR.

Required Units—English: Composition, Literature, as in Academic Course; General Mathematics 1; General Science 1.

Optional Units—Woodwork 1; Metal Work 1; Drawing and Design 1; Electricity 1; Motor Mechanics 1; Household Economics 1: (1) Elementary Nutrition and Foods, (2) Laundry, (3) Home Nursing; Sewing and Elementary Dressmaking.

Of the optional units, all students will select drawing and design, while the boys will choose two from woodwork, metal work, electricity, and motor mechanics. The girls, on the other hand, will select household economics and sewing and elementary dressmaking.

SECOND YEAR.

Required Units—(a) English: Composition 2, Literature 2, as in Academic Course; (b) Industrial History 1; (c) General Mathematics 2; (d) General Science 2.

Optional Units—(e) Carpentry 1; (d) Cabinet Work 1; (g) Metal Work 2; (h) Electricity 2; (i) Motor Mechanics 2; (j) Drawing and Design 2; (k) Household Economics 2: (1) Nutrition and Foods, (2) Home Management; (l) Dressmaking.

In the second year boys will take drawing and design and any other *two* of the optional units, while the girls will take drawing and design 2, household economics 2 and dressmaking.

Arrangements are being made for outlining the work of the third year for the opening of the school year 1930-31.

THE SUMMER SCHOOL.

The joint summer session was held in co-operation with the University on the campus for the five weeks immediately following the close of school. The attendance was the second largest in the history of the institution. It is greatly to the credit of the teaching profession that at the close of a year's work so many feel inclined to spend time and money in equipping themselves to render better service. As in former years the instructors were chosen from amongst the successful teachers of the Province. In addition to these, it is hoped that it may be possible to bring in visiting lecturers from outside the Province, that Alberta teachers may have the advantage of contacts with men of first quality from other educational systems.

CORRESPONDENCE COURSES.

Since the first pupil enrolled for "education by mail" more than fifteen hundred have had instruction from this branch. The work

has been organized and directed by Mrs. Sievwright, a teacher of experience, who has been unusually successful in holding the interest of the pupils once they have sent in answer papers. It is easy to realize that children who receive little encouragement work under a very considerable handicap, and the sympathy of a kindly, interested teacher, though never seen, means oftentimes the difference between success and giving up in despair.

When students reach Grade VIII they are most appreciative. Then they have to face an examination and compete with children who have been attending school regularly. The tests are written at the nearest school which is an examination centre. Last June 16 were enrolled in this grade. Thirteen wrote the examinations and all passed. Miss May Johnston, who was awarded the I.O.D.E. Scholarship at the University of Alberta last fall, completed her Grades VII and VIII with the aid of the correspondence branch. Pupils are taking this extra-mural work at Fort Vermilion, Carcajou Point, Notikewin, Rolla, Peace River, Spirit River, Atikene Lake, north of Lesser Slave Lake, north of Cold Lake, Faust and Lac la Biche; as far west as there is settlement along the main line of the Canadian National Railways, and south to the boundary.

The results have been successful beyond all expectations. The children are ambitious and work hard. They send in their answer papers promptly, and are most appreciative of any kindness shown them.

REPORT OF THE REGISTRAR

(H. J. SPICER)

The annual departmental examinations for the year 1929 were held from June 17th to June 28th, inclusive. Fourteen thousand nine hundred and eighty-two candidates wrote on the high school examinations; five hundred and seventy-one wrote on the commercial examinations, and eight thousand two hundred and ninety-four wrote on the Grade VIII or high school entrance examinations. In addition to these, one thousand eight hundred and ninety-one students wrote on one or more subjects at the supplemental examinations, making a grand total of twenty-five thousand seven hundred and thirty-eight candidates, an increase of two thousand one hundred and forty-seven over the previous year.

Of the Grade VIII candidates who wrote the departmental examinations, five thousand two hundred and twenty-six were successful. In order to obtain credit a student was required to obtain fifty per cent. of the aggregate and not less than forty per cent. on each paper. In addition to these, two thousand one hundred and eighty-eight Grade VIII students were promoted on the recommendation of the principal of the school where they attended, making a total of seven thousand four hundred and fourteen who qualified for admission to the high schools of the Province.

Under the unit system, high school candidates are granted credit in each subject on which they obtain fifty per cent. of the total

mark. Computed by units, the percentage of passes on high school subjects was 74.6 and on the commercial examinations 83.8. Only forty per cent. of those writing on the supplemental examinations were successful.

During the year 1929, nine hundred and forty teachers were granted permanent professional certificates, and one thousand and ninety-six teachers were granted interim, temporary and provisional certificates. Included in the certificates issued were one hundred and seventy-eight re-issued on account of changes in the names of teachers by marriage, and one hundred and forty-five re-issued to teachers who qualified for certificates of a higher class than those originally issued to them. For the first time in many years there were a sufficient number of teachers holding valid certificates to supply all schools in the Province.

DEPARTMENTAL EXAMINATIONS, 1929.

Examination	No. of Candidates	Total	Increase over 1928
Grade VIII	8,294	8,294	782
*HIGH SCHOOL			
JUNE—			
Academic:			
First Year	5,503	14,982	840
Second Year	4,137		
Third Year	3,360		
Fourth Year	1,982		
Commercial:			
First Year	365	571	164
Second Year	194		
Third Year	12		
SEPTEMBER—			
Third Year	1,145	1,891	361
Fourth Year	746		
		25,738	2,147

*Candidates are classified in the year of the highest unit written.

ANALYSIS OF RESULTS

JUNE, 1929

Grade VIII Candidates passed	5,226
Grade VIII students granted standing on recommendation under Sections 6 and 7 of the General Regulations	2,188

ANALYSIS OF RESULTS BY UNIT

UNIT	Number of Candidates	Number who Passed
Agriculture 1	1,668	1,182
Agriculture 2	873	749
Algebra 1	6,310	4,028
Algebra 2	3,862	2,509
Algebra 3	827	591
Arithmetic 1	2,501	1,906
Art 1	3,695	3,024
Art 2	375	227
Biology 1	141	94
Chemistry 1	2,108	1,398
Chemistry 2	219	176
Composition 1	5,880	4,553
Composition 2	4,449	3,446
Composition 3	2,436	1,878
Composition 4	1,170	803
French 1	4,086	3,048
French 2	1,995	1,359
French 3	566	461
General Science 1	5,957	5,031
Geography 1	2,668	2,202
Geometry 1	5,697	4,203
Geometry 2	3,136	2,042
Geometry 3	781	526
German 1	108	59
German 2	71	56
German 3	24	18
History 1	6,688	4,475
History 2	4,118	3,119
History 3	2,369	1,937
History 4	934	743
History of Literature 1	497	361
Household Economics 1	6	4
Household Economics 2	9	9
Latin 1	2,326	1,706
Latin 2	817	699
Latin 3	296	238
Literature 1	6,057	5,076
Literature 2	4,147	2,958
Literature 3	2,297	1,929
Literature 4	1,061	760
Music 1 (Theory)	7	6
Physics 1	3,564	2,595
Physics 2	749	638
Trigonometry 1	903	582

SEPTEMBER EXAMINATIONS, 1929

UNIT	Number of Candidates	Number who Passed
Agriculture 2	104	67
Algebra 2	304	105
Algebra 3	97	11
Arithmetic 1	168	62
Art 2	29	12
Biology 1	24	15
Chemistry 1	207	85
Chemistry 2	14	3
Composition 3	176	38
Composition 4	288	174
French 2	193	111
French 3	63	52
Geography 1	108	85
Geometry 2	294	116
Geometry 3	69	20
German 2	5	2
German 3	5	4
Greek 3	1	1
History 3	154	101
History 4	65	23
History of Literature 1	51	26
Latin 2	59	35
Latin 3	29	17
Literature 3	133	68
Literature 4	145	75
Physics 2	42	28
Trigonometry 1	90	49

COMMERCIAL EXAMINATIONS, 1929

Unit	Number of Candidates	Number who Passed
Arithmetic and Rapid Calculation 1.....	382	276
Arithmetic and Rapid Calculation 3.....	13	8
Bookkeeping 1	382	235
Bookkeeping 2 (Theory)	124	79
Bookkeeping 2 (Practice)	126	88
Bookkeeping 3 (Theory)	11	9
Bookkeeping 3 (Practice)	11	9
Business English 1	381	330
Business English and Office Practice 2.....	183	177
Business English and Office Practice 3.....	13	11
History 3	11	3
Commercial Law 1	14	12
Geography 1	5	4
Literature 1	262	214
Literature 2	124	89
Literature 3	6	5
Penmanship and Rapid Calculation 2:		
Penmanship 2	186	186
Rapid Calculation 2	190	182
Secretarial Training 1	6	5
Spelling and Penmanship 1:		
Spelling 1	388	373
Penmanship 1	382	377
Spelling and Word Study 2	191	190
Stenography 1	365	288
Stenography 2	188	149
Typewriting 1	380	305
Typewriting 2	188	178

DIPLOMAS ISSUED

Grade VIII	7,074
High School (Third Year)—	
Normal Entrance	1,119
University Matriculation	255
General Course	23
High School (Fourth Year)—	
Normal Entrance	362
General Course	62
Commercial	21
Total.....	8,916

EXAMINATION CENTRES

June	2,306
September	27
Total.....	2,333

CERTIFICATES ISSUED DURING 1928

	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Total
(a) Professional Certificates (Permanent)						
Alberta Teachers:						
Academic Class	33				33	940
First Class	337				337	
Second Class	570				570	
(b) Interim Certificates						
Academic Class:						
Alberta Teachers	15				15	25
Teachers from British Columbia		2			10	
Teachers from Saskatchewan .....	.....	4	.....	.....		
Teachers from Manitoba .....	.....	3	.....	.....		
Teachers from Ontario .....	.....	1	.....	.....		
First Class:						
Alberta Teachers	222				222	248
Teachers from British Columbia		2			26	
Teachers from Saskatchewan .....	.....	15	.....	.....		
Teachers from Manitoba .....	.....	3	.....	.....		
Teachers from Ontario .....	.....	4	.....	.....		
Teachers from Nova Scotia .....	.....	2	.....	.....		
Second Class:						
Alberta Teachers	633				633	740
Teachers from British Columbia		23			94	
Teachers from Saskatchewan .....	.....	36	.....	.....		
Teachers from Manitoba .....	.....	14	.....	.....		
Teachers from Ontario .....	.....	13	.....	.....		
Teachers from New Brunswick		4			10	
Teachers from Nova Scotia .....	.....	4	.....	.....		
Teachers from England .....	.....	.....	8	.....		
Teachers from Ireland .....	.....	.....	1	.....		
Teachers from Wales			1		3	
Teachers from United States .....	.....	.....	.....	3		
Third Class:						
Alberta Teachers	72				72	78
Teachers from Saskatchewan		1			1	
Teachers from England			2		3	
Teachers from Scotland			1		1	
Teachers from United States				2	2	
Provisional Certificates	5				5		5
	1,887	131	13	5	2,036	2,036

N.B.—The table shown above includes in its Alberta lists 178 certificates reissued on account of changes in names through marriage, and 145 reissued to teachers who have qualified for certificates of higher class than those originally granted them.

CALGARY NORMAL SCHOOL

(E. W. COFFIN, *Principal*)

From the enrolment of 1928-29 there were, after the Christmas holidays, two withdrawals, both on account of illness; one of these returned after Easter and was recommended for a letter of authority; the other will complete her course in 1930. There was one addition to the roll, a graduate student who had had several years high school teaching experience in the United States. With the above exceptions, the attendance for the session 1928-29 was remarkably constant, and the general health unusually good.

The following tables give the figures of attendance and certification:

ATTENDANCE TABLES, 1929

FIRST CLASS

	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Second Term 1928-29	27	75	102	36	212	248	63	287	350
First Term 1929 30....	19	69	88	42	207	249	61	276	337
Total	46	144	190	78	419	124	124	563	587

ACADEMIC COURSE

	Men.	Women.	Total
Second Term 1928-29	0	5	5

ACADEMIC STANDING FOR ADMISSION

REGULAR COURSE, 1929-30

	Graduates	Undergraduates	Grade XII	Grade XI	Total
Alberta	1	4	84	242	331
Manitoba .....	....	....	....	1	1
Nova Scotia	1	....	....	1	1
Ontario	1	1	....	....	2
Saskatchewan .....	....	....	....	1	1
United States	1	....	....	....	1
Total	3	5	84	245	337

ACADEMIC COURSE

Degree	University	Totals
Second Term 1928-29—		
B.A.	University of Alberta	3
B.Sc.	University of Alberta	1
A.M.	Boston University	1
Total.....		5

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES

1929

Regular Course 1928-29—	
First Class Interim	99
Second Class Interim	210
Third Class	27
Letter of Authority	6
Failures	7
Withdrew	1
Academic Course 1928-29—	
Academic	5
Totals.....	355

Practice teaching was resumed in the practice school on January 9th, and continued, four half days a week, until March 14th. The second round of observation and practice in the city schools began on February 18th, and continued for two weeks. For the whole session, the maximum number of lessons taught per student was twenty-one, at least five of these being under official criticism in the practice school. The total number of lessons taught in the city schools was four thousand eight hundred and thirty-six; in the practice school, one thousand four hundred and fifty-six. The number of lessons per room in the city schools was in no case more than sixteen; in the practice school the number per room was one hundred and eighty-two. For the whole session, practice and observation in the practice school covered almost eighteen weeks, from October 23rd-December 14th, 1928, and from January 9th-March 14th, 1929, with a few lessons running into the following week in March.

Rural apprenticeship was carried on this year again, five of the nine class groups going out for the four school days of the week preceding Easter, and the remaining four classes the week following the Easter holidays.

While the students are, in these ways, getting a considerable amount of schoolroom experience, only the practice reports from the practice school are of much value for grading students in their teaching.

During the practice in the city schools, all members of the staff gave their full time in the forenoon to lesson criticism, and in the afternoon to assistance with assignments. Each student received at least one intensive practice criticism from an instructor.

The session of 1929-30 opened September 3rd with an enrolment of three hundred and twenty-five. This gradually increased to three hundred and forty-three, comprising eight class groups, two first and six seconds. Of these, six withdrew at or before the Christmas holidays, one from the first class and five from the second, all but one on account of ill-health. The men continue to be a small minority, only sixty-one out of a net enrolment of three hundred and thirty-seven, or less than 20 per cent.

For this session, practice and observation was begun in the practice school on October 21st; as before, four half-days per week and three lessons per day. All students in the practising class for each day are required to prepare at least one assignment, and where there are thus two alternatives for a lesson, either may be called upon to teach.

Two weeks were given up to observation and student teaching in the city schools, beginning November 25th. Every public schoolroom in the city except those of the pre-vocational and the special schools for sub-normals, was put at our disposal, and the teachers, without exception, co-operated in admirable fashion. The same general routine as in previous years was followed.

The only change to be reported in the Normal School staff this year is the withdrawal, on account of ill-health, of Q.M.S. B. O'Hanlon, instructor in physical training. Sergeant-Major O'Hanlon's part in the life of this school is well known, and his name is associated with many victories in basketball. His assistance in school functions of all kinds was never failing, and we wish for him a speedy return of health. He was succeeded by Sgt. P. Sutherland, L.S.H. Much appreciation is due these instructors from the militia for their generous interest in the physical welfare of our students. Instead of concentrating on the development of a winning school team, our policy is to provide for participation of as many students as possible in group games. Sgt. Sutherland has promoted a house league in basketball, which will continue pretty well through the session, and, in addition, he offers club-swinging and sword-dancing on Saturday mornings. About twenty of the men students took advantage, before the Christmas holidays, of a first aid course given in the armories under the eighth field ambulance.

Other activities of the school year included debate, dramatics, glee club, natural history club meetings and hikes, and the regular

class programmes at the Friday afternoon Students' Association meeting. Worthy of particular mention was the staging of Milne's "Mr. Pim Passes By," by the dramatic society, under the direction of Miss Fisher and Miss Dyde, and the Friday afternoon performances of "The Taming of the Shrew" and "The Midsummer Night's Dream," by the men and women students, respectively, of the first class.

During the summer the following members of the staff served on summer school duties: The Principal, Messrs. Hay, McCalla, McKerricher and Sheane, and Miss Fisher, Miss Chittick and Miss Dyde. The principal attended the Easter meeting of the Alberta Educational Association, and also the biennial meeting of the Canadian Educational Association at Montreal in November.

CAMROSE NORMAL SCHOOL

G. K. HAVERSTOCK, *Principal*

	ATTENDANCE TABLE								
	First Class.			Second Class.					
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Second Term 1928-29..	15	29	44	27	131	158	42	160	202
First Term 1929-30....	5	20	25	29	150	179	34	170	204
Total.....	20	49	69	56	281	337	76	330	406

TABLE SHOWING CERTIFICATES GRANTED CLASS 1928-29

Academic	1
First Class	40
Second Class	143
Third Class	12
Withdrew	6

CHANGES IN NORMAL STAFF.

The following changes took place at midsummer: Mr. G. L. Wilson, instructor in psychology and mathematics, returned to inspection work; Sergeant-Major Barker was transferred to Edmonton; Miss L. W. Marshall, secretary, was transferred to the Department of Education; Miss M. P. Cole and Miss E. K. Johnston resigned.

To the positions thus made vacant were appointed: Miss G. Twomey, music and art; Mr. W. L. Wees, psychology and mathematics; Sgt. Hawkes as physical training instructor; Miss Jean Rushton, librarian, and Miss A. Lewis, secretary. Miss E. M. Burnett, who was on leave of absence, returned to take charge of the primary department.

CHANGES IN PRACTICE SCHOOL STAFF.

Miss Burnham, Grade I teacher, is on leave of absence to take special work at University; Miss Taylor, Grade III, resigned to accept a position on the Camrose high school staff; Miss Twomey, Grade VII, was appointed to the Camrose normal staff; Miss Lang and Miss Scott resigned. The following teachers were appointed to the practice school staff: Misses Howard, Hanley, Lawson, Chisholm and Williams. The fine spirit of co-operation and the will-

ingness to assume responsibility are sufficient evidence that wise choice was made.

SUMMER WORK.

Two members of the staff, Messrs. Manning and Trout, were on the staff of the summer school.

Four of the instructors did post-graduate work: Miss Hastie and Miss Twomey at the University of California; Mr. MacGregor and Mr. Haverstock at Chicago University.

STUDENT ACTIVITY.

The Students' Union, which is the parent body of all extra-curricula activities, had a very successful year. This phase of school life is very much worth while. It gives a splendid opportunity for the development of leadership qualities, which are necessary in the work of teaching, especially in rural schools. In addition to the regular weekly meetings, excellent work was done in debating, music, dramatics, athletics and the publishing of the Year Book.

FALL CONVENTIONS.

Carrying out the policy of the department to have normal school instructors attend teachers' conventions, the following instructors took part: Miss Burnett and Mr. MacGregor, Coronation; Miss Twomey and Mr. Manning, Camrose; Mr. Trout, Red Deer; Mr. Wees, Hardisty; Miss Hastie and Mr. Haverstock, Stettler.

Although this policy means considerably more work for the instructors, and somewhat disorganizes the work of the school, it gives an opportunity to meet with the people who are actually engaged in school room problems. Practice always lags far behind theory. It is, therefore, a good thing to have the theories of class-room work exposed to some of the real practical difficulties encountered by the class-room teacher. This brings up the question of just what should be the nature of the part the normal school instructor takes on the programme at a teachers' convention. Is he to add one more to the many addresses that now appear on the average programme? How often we hear it said, "If teachers-in-training could have a few months' actual teaching experience, how much more they would get from the normal school course." How many instructors have not felt many times that they were becoming class-room lecturers rather than class-room teachers, simply because pupils have little to give in the way of discussion from actual experience? Does not the fall convention present an excellent opportunity to have real discussion with our former students and students of other instructors on problems which now mean something, due to actual contact with the problem? If this can be accomplished we believe great benefit will result to both teacher and instructor, but if more addresses are to be added we doubt the benefit to be derived by either teacher or instructor.

MEDICAL EXAMINATION.

The regulations covering the conduct of normal schools call for a medical examination of each student. At present valuable

information is gained through the examination, and many minor defects are corrected, but we feel that a more complete medical examination would prevent a number of difficulties that confront us throughout the year.

It may be of interest to know how many of the 1929-30 class intend to make teaching their life work; how many do not intend to make teaching a life work; how long they do expect to teach, and what they are going to do after they stop teaching.

Distribution of 195 students on the basis of their replies to the question as to whether they expect to make teaching their life work is as follows:

Reply.	Number of Students	Percentage of Students
Yes	76	38
No	77	39
Undecided	42	23
Total.....	195	100

Of the 77 students who do not plan to make teaching their life work, 60 per cent. plan to teach six years, 35 per cent. less than six years, and 5 per cent. more than six years.

A total of twenty-eight different occupations was given, indicating what occupations would be followed after they were through teaching.

While definite conclusions can not be drawn from the above information, it does point to the fact that a considerable percentage of teachers-in-training are not preparing for a permanent type of work. This must have its reflection in the attitude and the amount of work actually done by the student. This raises the question: Should standards for the certification of teachers be raised? Would raising the standards for certification lessen the number of persons who regard teaching as an occupation which requires little special preparation and which can be used as a stepping-stone to other occupations?

EDMONTON NORMAL SCHOOL

(G. S. LORD, *Principal*)

The first session of the reorganized Provincial normal school, Edmonton, was completed in the old King Edward school building, where it began. While the building had obvious limitations, so much was done by the Department of Education, the Department of Public Works and the officials of the Edmonton Public School Board, and our staff and students adapted themselves so well to the situation that the session was very successful. Following is an outline of the recommendations made by the staff to the Department of Education for certificates earned by the students:

Academic	5	(Honors—2)
First Class	43	(Honors—6)
Second Class	142	(Honors—6)
Third Class	26	
Failed	2	
Total.....	218	
Recommended for Summer School.....	14	

The Edmonton public school board was good enough to offer teaching positions to two outstanding graduates of the school on the recommendation of the staff. The following were recommended, and were duly appointed by the board: Mr. Charles J. Allison, Miss Jessie M. Deverell. Another student, Mr. Wilfrid T. Gallimore, was appointed by the Public School Board directly from the school.

The special prizes of thirty and twenty dollars offered by Dr. H. E. Chatham for general proficiency were won by Miss Bertha Lawrence, B.A., and Sister Marie Vincentia.

Social matters received due attention. The school recognizes the necessity for its graduates to meet people easily. Accordingly a considerable number of functions, both formal and informal, were held. The members of the staff all gave very freely of their time, in order that these evening functions might secure both pleasurable and profitable ends.

Three classes visited the rural schools to engage in practice teaching the week preceding Easter, and two rooms the week following Easter. The comments of the students as to the worth of the experience were favorable.

The term and year ended May 31st.

The first term of the 1929-30 year began on Tuesday, September 3rd, in the Arts building of the University of Alberta, and continued there until September 20th.

September 23rd is a momentous date in the life of this normal school. For the first time in its history it occupied its own building. The site of the building is well chosen, being on a low hill and across the continuation of Whyte Avenue. The grounds are about twenty-five acres in extent, and were given by the University of Alberta. The building is planned to meet the demands of modern practice and admirably suits the purpose for which it was built. Some special features are the observation galleries, library, art room, science demonstration rooms, spacious auditorium and well-equipped gymnasium, lecture-room and rest-rooms. A considerable part of the furniture has been specially designed, either in whole or in part, for this institution. A building so fine presents a challenge to the school. I have every confidence that the staff is meeting the challenge effectively.

The work of the school has been under a serious handicap during the autumn term, owing to the fact that normal school sessions were necessarily held in the practice wing, and only gradually, as new rooms were completed, were the practice grades brought to this building.

The normal school staff for 1929-30 is as follows: Mr. G. S. Lord, Principal; Miss Kathleen Connor, Mr. X. P. Crispo, Miss D. J. Dickie, Mr. G. M. Dunlop; Mr. A. L. Doucette, Mr. R. W. Hedley, Miss Margaret McKinlay, Mrs. Fred Smith, Mr. A. E. Torrie, Dr. J. R. Tuck, Sgt. Major W. Barker, Mrs. J. M. Clin-dinnin, Librarian, and Miss Lucie Jessup, Secretary.

The practice school staff is as follows: Mr. W. D. McDougall, Principal; Miss B. J. Campbell, Miss M. A. Crozier, Mr. Jas. A.

Fraser, Miss D. M. Harding, Miss M. B. Ricker, Miss G. Stinson, Miss C. Tyner.

The enrolment is 268, classified as follows:

	First Class.	Second Class.	Total.
Men	16	42	58
Women	55	155	210
	<u>71</u>	<u>197</u>	<u>268</u>

I quote from the report of the medical examiner, Dr. W. A. McConkey:

No. of pupils examined	278
Average age	18.735
Some impairment of sight.....	123
Some impairment of hearing	10
Diseased tonsils	103
Some impairment of denture	119
No. over normal weight	44
No. under normal weight	68
No. vaccinated	197
Progressive disabling deformity	1
Disabling nervous condition	1
Other ailments found were spine-posture, vaso-motor inefficiency, metabolism, constipation.	

This year the Department of Education made a noteworthy endeavor to have the normal schools assist in the training of teachers in service. To this end the normal schools were closed on Friday, November 9th, and most of the staff members spent the day at the various rural conventions. With some modifications of the details, the plan has very decided possibilities.

The policy of the school has been to integrate the practice school into the life of the normal school. A considerable amount has been accomplished, and we expect to realize our aim much more fully now that we have the entire building at our service.

CHIEF INSPECTOR OF SCHOOLS

(G. W. GORMAN)

NUMBER OF INSPECTORS.

The school inspection staff now numbers thirty as against twenty-seven at the commencement of the year. Twenty-eight inspectors are assigned to the inspection of public school work, while two others devote their time exclusively to the inspection of those class-rooms which are given over entirely to the work of the high school grades.

CHANGES IN STAFF.

Owing to rapid development in the Peace River country, it was found necessary to make two inspectorial divisions of that area, and accordingly at midsummer Geo. L. Wilson, B.Sc., of the Camrose normal staff, was assigned to an inspectorate having the town of Peace River as its centre, and embracing the territory north of the Peace River and extending along the E.D. & B.C. as far as Smith, while the area lying south of the Peace River and west of the Smoky was reserved for another inspectorate, having the town of Grande Prairie as its centre.

With a view to rendering a more uniform and consistent type of supervisory service in the two large centres, city inspectorates were set up at midsummer in Edmonton and Calgary; L. B. Yule, B.A., of Grande Prairie, being assigned to the former, and F. G. Buchanan, M.A., of the Calgary rural inspectorate, to the latter. The vacancies thus created were filled by the appointment of H. E. Balfour, M.A., of the Victoria high school, Edmonton, to the inspection staff, and his assignment to the Grande Prairie division, and by the transfer of J. A. Macgregor, B.A., of High River, to the Calgary rural division, his place at High River being filled by the appointment of D. M. Sullivan, B.A., principal of the high school at Medicine Hat.

The vacancy occasioned by the withdrawal of X. P. Crispo, M.A., from the St. Paul inspectorate, to accept a position as instructor at the Edmonton normal school, was filled by the appointment of J. L. Gibault, B.A., to the inspection staff, and his assignment to the St. Paul division, where he took up his new duties in August.

A further disturbance in the staff was occasioned in the fall by the withdrawal of F. G. Buchanan, M.A., who resigned after a long period of faithful and highly satisfactory service with the Government, to accept the position of assistant superintendent of schools with the Calgary school board. W. H. Edwards, B.A., was accordingly transferred from Wainwright to Calgary, and a vacancy at present obtains in the former centre.

INSPECTORS, WITH DIVISIONS AND DISTRICTS.

Information as to inspectoral divisions, inspectors, number of districts, and number of rooms assigned to each is set out in the following table:

Inspectorate and Inspector.	No. of Districts	No. of rooms in operation.
Bassano—J. F. Boyce, B.A.	163	147
Calgary City—W. H. Edwards, B.A. ....	.....	347
Calgary Rural—J. A. Macgregor, B.A.	151	186
Camrose—J. W. Russell, B.A.	139	183
Coronation—W. E. Frame, M.A.	144	161
Edmonton City—L. B. Yule, B.A. ....	.....	378
Edmonton Rural—J. A. Fife, M.Sc.	125	155
Foremost—H. C. Sweet, B.A.	150	146
Hanna—L. A. Thurber, B.Sc.	149	182
High River—D. M. Sullivan, M.A.	141	190
Grande Prairie—H. E. Balfour, M.A.	90	100
Lamont—C. H. Robinson, M.A.	113	175
Lethbridge—J. Morgan, B.A.	107	228
Macleod—C. C. Bremner, M.A.	120	198
Medicine Hat—F. S. Carr, B.A.	132	178
Olds—R. H. Liggett, B.A.	133	157
Onoway—J. H. Hutchison, B.A.	111	136
Oyen—R. J. Scott, B.A.	147	149
Peace River—Geo. L. Wilson, B.Sc.	83	90
Red Deer—A. R. Gibson, M.A.	134	170
Stettler—P. H. Thibaudeau, B.A.	139	178
St. Paul—J. L. Gibault, B.A.	129	155
Trochu—W. J. McLean, B.A.	138	168
Vegreville—O. Williams, B.A.	126	192
Vermilion—H. R. Parker, B.A.	143	163
Wainwright—(To be appointed)	135	151
Westlock—J. J. LeBlanc, B.A.	166	187
Wetaskiwin—John Scofield, B.A.	138	161

The average number of school districts assigned to each inspector was 133, while the average number of rooms was 165. The inspectoral divisions must, because of local conditions, roads, rail-

way facilities, natural boundaries, and the nature of the administrative problems obtaining, vary considerably in area and in number of districts. However, an effort at better equalization of work is attempted from time to time as circumstances warrant.

THE WORK OF THE YEAR.

The statistical returns for the year indicate that the inspectors carried out 4,719 inspections as follows: 2,797 rooms were inspected once, while 928 received two visits, and 22 received three visits. This statement includes inspections made in the cities of Medicine Hat and Lethbridge, together with other casual inspections of high school work, private, and Indian schools. With the exception of 351 instances, in which uncontrollable circumstances interfered, all rural schools received at least one inspection during the year and, as stated above, 928 received two inspections.

INSPECTION OF CITY SCHOOLS.

The setting up of city divisions in Calgary and Edmonton has obviated the necessity for assigning rural inspectors to city work during the winter, and the practice has been discontinued in these cities, although it is still employed in a limited way to complete city inspections in Lethbridge and Medicine Hat.

"For three years, following 1920, two public school inspectors were assigned to the cities of Edmonton and Calgary. Each class-room was visited for a half-day each year, grade meeting for the discussion of class-room practices and curriculum interpretations were held each fall, the management and discipline of each school were reviewed, and conferences with the superintendent and principal, following the completion of the inspection of each school, summarized the findings in regard to the effectiveness in instruction, in classification of pupils, in discipline and control, and in the success of playground direction and supervision. The inspectors themselves had good opportunities for the study of the city school systems and for gaining an intimate knowledge of their school conditions and problems, and were able to give a more helpful form of supervisory service than had been possible in previous years.

"In 1923, however, due to unfavorable financial conditions in the Province, the Department of Education, by way of economy, curtailed the inspection force materially. To make the most advantageous use of the diminished inspectorial staff, it was found necessary to withdraw the inspectors from the cities and place them in rural fields. From 1923 until the fall of 1929, the Department carried out its responsibilities for city inspection by withdrawing the rural inspectors from their districts for four or five weeks during the months of January and February and assigning them to the various cities, from eight to twelve inspectors being placed in Edmonton and in Calgary, and three or four in the cities of Lethbridge and Medicine Hat. This arrangement proved fairly satisfactory, but variations in standards and requirements among the different inspectors, and lack of continuity in the work as a whole, resulted in some dissatisfaction in these centres.

"Economic conditions had improved to a marked degree by 1929, and the Department of Education decided to appoint one inspector in each of Edmonton and Calgary, who would give his full time to city work. The writer was appointed to the city of Calgary, and began the inspection of its schools in September. It had previously been decided, at a conference of the chief inspector and the two city inspectors, that the inspection in the city schools could be carried on most effectively by grades rather than by schools, when only one inspector was at work in each city. It was felt that by confining his attention to forty or fifty rooms of the

same grade until the inspection of this grade was completed the inspector would bring a more exact knowledge of subject matter, of teaching methods, and of class-room procedure, to the examination of the work of each class-room, and would thus be able to give a more helpful type of inspection and supervision throughout the city.

"In the city of Calgary at the present time there are 312 public school teachers and 35 separate school teachers. Special teachers in physical training, music, art and primary methods are employed by the public school board and a music supervisor by the separate school board. Four special classes in charge of experienced teachers are maintained for the benefit of backward children who fail to learn in the regular class-room. A special sight-saving class for children with very defective eyesight was begun this fall. Manual training and domestic science instruction are given for one-half day each week to all Grades VII and VIII pupils and to over-age pupils in Grades V and VI. The principals of all public schools in the city of over eight rooms are relieved of their teaching duties for from two to four half-days per week, according to the size of their staffs, in order that they may supervise the work in the other class-rooms of their schools and, in general, promote the efficiency of the instruction. Four relieving teachers are employed to assume responsibility for part of the instruction in the Grade VIII classes in charge of principals who do this supervisory work."

INSPECTOR F. G. BUCHANAN, M.A., Calgary City.

CONDITIONS AFFECTING PROGRESS IN EDUCATION.

Our schools, and activity generally in educational matters reflect closely the economic conditions which obtain from time to time in the various sections of the Province. General prosperity increases the interest in education, attendance and operation improve, financing is easier, and school support is on a more generous basis.

The favorable conditions of recent years resulted in a school building program of very unusual proportions. During the year 86 new one-room school buildings were erected; 21 rural districts enlarged their accommodation to two rooms; 21 new two-room schools were built; 15 large schools embracing four or more rooms and of a very modern type were placed in service; and 5 new teachers' residences were provided.

Moreover, in the year which has just closed the number of pupils enrolled showed an increase of 5,764 over the previous year; 75 new districts were organized; 3 rural high school districts were established, making 13 of these in all; and 93.3% of all schools operated for a period exceeding 160 days, as against 91.2% for a like period in the preceding year.

Rapid extension of settlement and corresponding development characterized the year 1929 throughout the Peace River country, and it has been difficult to extend school services in keeping with the demand and the need for the same. The quotations which follow outline the school situation in detail:

"The past two years have been characterized by continual influx of settlers. In this inspectorate, which coincides approximately with the Peace River Land District, there were over three thousand homestead entries in 1929 and a like number in 1928, as compared with less than seven hundred in 1927. Settlement has taken place chiefly in four large farming areas; namely, High Prairie, Fahler-Donnelly, Battle River, and Hines Creek.

"Within the year ten new districts in rural centres and one in the hamlet of Fairview have been officially erected. In all, building plans

are being carried out in thirteen districts, four of which have already operated in temporary rooms, but only one for more than six months. Four districts have taken no action in building plans.

"In fifteen districts new rooms have been completed or existing buildings altered to meet class-room needs. Six districts opened their first schools. Old log buildings were replaced by new modern structures in four rural areas. At railway points, Fairview and Berwyn opened fully modern four-room schools. A third room was added in Donnelly and McLennan, while a second room was required in Kinuso.

"A summary of the organization and building program of 1929 is given in the following table:

	Rural.	Village.
Number of districts organized.....	10	1
New rooms completed	10	10
Temporary rooms being used	9	3
New rooms required in existing districts.....	19	3
Number of proposed districts	20	"

"Under prevailing conditions it is difficult to keep pace with the settlement in providing school facilities, and hence many children are being deprived of the privilege of attending school for varied periods. Investigation has shown that there are eight or more children of school age in each of twenty proposed districts, none of which have yet been officially erected."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"Splendid new buildings have been erected during the year: a four-roomed brick high school at Grande Prairie, a four-roomed brick school at Beaverlodge, schools of two rooms and basement at Hythe and Saskatoon Lake; additional rooms at Sexsmith and Clairmont; and one-roomed schools in 19 rural districts. Of these latter, eight have been completed and have commenced operation, while the other eleven will be ready to open early in the New Year. A rural high school has been organized in Spirit River; one at Beaverlodge is to be voted upon early in January. Seven new districts were organized during the year; preliminary steps toward organization have been taken in eighteen other proposed districts, and two proposed rural high school districts. The extension of highways and the promised railway extension west of Hythe are causing rapid developments, and further problems of organization are to be expected in increasing number during the coming year. Homestead entries and soldier grants at this Land Office numbered 2,332 during the past year, the largest number on record."

INSPECTOR H. E. BALFOUR, M.A., Grande Prairie.

Conditions in other sections of the northern part of the Province are reflected in the excerpts which follow:

"The Canadian National Railway has extended its line in an easterly direction from Bonnyville to Beaver River. As a result, many new settlers are coming into that region. Due to this fact, there will doubtless be considerable organization of districts during 1930."

INSPECTOR J. L. GIBAULT, B.A., St. Paul de Metis.

"This has been a very fair year in the rural portions of the inspectorate. Crops have been average; and although the prices for grain crops have been rather low, collections have been comparatively satisfactory, and the number of school districts that have found difficulty in financing have not been sufficient to affect the general situation."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"The first rural high school district in this inspectorate was organized this year, and has been in operation with a good attendance since September 1st."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"To meet the increasing needs for educational facilities, eleven new school districts were organized in the more recently settled parts of the inspectorate. This represents an increase of four units over the preceding year and the greatest expansion in a single year since 1923. There are now sixteen two-room schools in the territory, including six new reorganizations during the past year. Manola, Thorhild and Ingle-side have erected very substantial and modern structures which are a credit to the several communities; Sunny Bank and Holm (Dapp) have limited the outlay to the first unit of a two-room school and are using the old buildings for the second class-room; and Dunrobin (Vimy) is accommodating the primary room in a temporary building for the year."

INSPECTOR J. J. LeBLANC, B.A., Westlock.

"New districts were organized about the hamlets of Paradise Valley and Dewberry, and one new rural district was organized during the year. Paradise Valley completed a one-room building and went into operation early in October. Dewberry had everything ready to operate in a temporary building at the close of the year. One rural district built a substantial new building and went into operation for the fall term, while the Autumn Leaf district replaced the old building with a very creditable frame structure, which opened with the fall term. Derwent operated its new two-roomed building for the first time during the year."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"Much of the time usually given to the inspection of schools had to be devoted to organization of new districts and the supervision of school buildings in the new towns on the C.P.R. During the year four new districts were organized—three rural and one village. Six two-roomed schools were established—three rural and three village schools. In the towns above-mentioned very commodious schools have been erected, accommodating in all fifteen classes. By the end of the year the departments in this division have increased from one hundred and seventy-eight to one hundred and ninety-two, and the high school departments from ten to fifteen."

INSPECTOR OWEN WILLIAMS, B.A., Vegreville.

"The largest factor which acts as a handicap to educational progress in this inspectorate is the fact that, in a large number of districts, a language other than English is spoken in the homes of the pupils. The following table is interesting:

	Entirely Ukrainian.	Partly Ukrainian.	English and German.	Total.
No. of Departments....	91	41	43	175
Per cent.	52	23.4	24.6	.....

"In many of the schools of the first group the teacher speaks Ukrainian. Many of these teachers deserve commendation for their work, but there are many who wish to see their own language learned whether English is learned or not.

	Nationality of Teachers.		
	Ukrainian.	Others.	Total.
Number	55	120	175
Per cent.	31.4	68.6	.....

"The average enrolment per teacher in this inspectorate is 30.7. There are few rooms where the enrolment goes above forty pupils. It is probable that not more than one one-roomed school should at present be made into a two-roomed school."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"In the face of prospects that were not very encouraging five districts erected new schools during the year and ten others remodelled the buildings already in use. Four new school districts were erected, two of which were in the new country being opened up by the Lacombe and

North-Western railway. This line is now operating as far north as Thorsby, and the reorganization of some districts along its route is under way."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"The rural high school, Kingman S.D. No. 8, operated successfully during the year, to the satisfaction of the four rural districts which form the basis of its organization."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"Four schools increased their staffs from one teacher to two: Lauderdale No. 1523, Byemoor No. 2927, Nevis, No. 1003, Wall Lake No. 1304. Nevis and Wall Lake built new two-roomed schools, creditable structures. Lauderdale operated in the same or former building, using a curtain. Byemoor fitted up a former parish hall."

INSPECTOR P. H. THIBAudeau, B.A., Stettler.

"This being an old settled district very little land remains outside of organized school districts. However, two new districts were organized, the Eagle Point S.D. No. 4394 and the Mona S.D. No. 4441. The latter was a result of overcrowded conditions in the Neapolis S.D. No. 1897. This district was divided into two with a little land added from the surrounding districts."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"General conditions of the year affecting educational activity and progress have been as satisfactory as I have experienced since I began inspecting, and have been due to the following factors: (a) Minimum of sickness among pupils and teachers; (b) all schools were in operation throughout the year; (c) favorable weather, good roads and a corresponding regularity of attendance (over 90% for the December term); (d) a supply of energetic, painstaking and competent teachers; (e) a desire upon the part of pupils to attend regularly and to study; (f) improved class-room equipment and school facilities; (g) a number of boundary adjustments which will be of great advantage to a number of children who have had much too far to go to school."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"The outstanding event in this inspectorial division during the year undoubtedly has been the development educationally in the Turner Valley district. The industrial centre of this region is the village of Turner Valley in which is concentrated the immense resources of the oil companies. The large influx of population attracted by the oil industry made it necessary to increase very largely and very quickly the school accommodation. Previous to this year the needs of the district were served by a two-roomed school, but the school population had so increased by June 30 that it was found necessary to build another school of two rooms in the village proper. This was ready for occupation the first of September, but proved quite inadequate to house all the children who applied for admission. In October the board of trustees added two more rooms to those built in August. Meanwhile new wells were being sunk along the proven structure, which extends south-east from Turner Valley village. A concentration of population occurred in the region contiguous to the Home Oil wells at the Glen Mede school four and a half miles south of Black Diamond village. During the summer vacation the enrolment at Glen Mede school increased from fifteen pupils to over forty, and the accommodation at that point was quite inadequate to meet the situation. A mile and a half further south again another oil village was rapidly springing up, and it now has a post office and is known as Hartell. No school was operated at Black Diamond village until late in the year 1928. This village is about three miles from Turner Valley village, and is on the fringe of the oil structure. It has many desirable features as a residential village, with only one oil derrick within its boundaries. Many heads of families live here and work elsewhere in the oil district. By the middle of August, 1929, a hundred and fifty children of school age were living in the village; their

educational needs have been looked after by a rural school of two rooms a mile and a half away. In August, 1929, there was created a new school district known as the Black Diamond Village S.D. No. 4437. Four rooms were operated in temporary quarters in a hall and church respectively. It soon became apparent that the Black Diamond village, comprising about five sections of land, was becoming responsible for the education of large numbers of children whose presence in the village had its origin in the exploiting of resources elsewhere. Further, some parts of the Valley, where there was a large concentration of wealth, were contributing little or nothing to the cost of education, although they were contributing largely to the school population in other parts. In other words, the assessable wealth in the Valley did not distribute itself in the same way as the school population. This difficulty was most acute in Black Diamond village since this village, with a large school population, was on the fringe of the oil structure, but with no producing wells within its boundaries. To a smaller degree this was also true of the Glen Mede district, which still had the status of a rural school district though it was being called upon to provide for ever-increasing attendance. At this point Mr. G. W. Gorman, chief inspector of schools, made a survey of the situation, and evolved a solution.

"Mr. Gorman proposed associating all the school districts of the Valley in the common enterprise of meeting the school needs of the area as a whole. Public meetings of the ratepayers in each of the districts affected were held, and little opposition to his proposals was met with, as it was evident that his solution was sane and practicable as well as the most equitable under the unusual circumstances. On November 12th there was effected an amalgamation of the Turner Valley, Glen Mede, and Black Diamond village districts. Shortly after, an adjustment of the assets and liabilities of the several school districts in the amalgamation was brought about. Mr. F. G. Buchanan was associated with me in this adjustment. Until such time as the affairs of the new district are working smoothly, the resident inspector is official trustee. The name of the whole area is the Turner Valley School District No. 4039, with D. M. Sullivan official trustee, and Mr. Alfred Wright secretary-treasurer. When the affairs of this district warrant it, a local board of trustees will be elected. In the meantime schools are being built where the concentration of population makes them desirable. Before the end of the year 1930 it is probable fifteen or sixteen teachers will be in charge of class-rooms throughout the Valley over an area of about seventy square miles. At the present moment six rooms are in operation at Turner Valley, four at Black Diamond and one at Glen Mede. A new four-roomed school is under construction at Black Diamond and will be completed January 15th. Plans are under consideration for the construction of a two-roomed building at Glen Mede. Two more rooms will shortly be required south of Hartell, and probably more rooms at both Turner Valley and Black Diamond will be required. These can not be planned very much in advance, for the reason that distribution of population in the Valley is uncertain, depending for the most part on the location of new wells coming into production. The centre of production at the moment seems to be shifting to the southern part of the valley."

INSPECTOR D. M. SULLIVAN, M.A., High River.

"During the year the organization of five new districts, some of which cut into old established districts, required considerable time and tactful attention. One of these new districts, Bow Slope rural high school, is the first of its kind in this inspectorate. Everything augurs well for its successful operation."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"Education has been retarded by two things. The two poor crops in succession have decreased the revenues in many districts and have made it difficult for them to operate. Few boards considered it wise to introduce improvements this year. Throughout 1929 there were repeated outbreaks of juvenile diseases which interfered greatly with the attendance and work of the schools."

INSPECTOR W. E. FRAME, M.A., Coronation.

"Upon the whole, economic conditions are not so serious as to warrant undue pessimism. There is present a healthy educational spirit. Educational topics constitute part of the discussion at many community meetings. An increased desire for secondary education for their children is quite apparent among parents of the rural districts. During the year four new buildings, all of good type, were erected, the one at Naco being a model in rural school accomplishment. A fine two-room school is at present under construction at Acadia Valley. A scheme of amalgamation of two districts is well under way for the purpose of securing some form of secondary education, the schools to be placed in the hamlet of Lanfine. One district recently commenced operation in a suitable school building which the officials purchased from a non-operating district, while three more districts are preparing to build with the advent of spring. Two new districts were organized. In one of these cases three established districts agreed to alterations in boundaries in order that their neighbors might have a school."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"During the year 1929 the schools of the inspectorate have operated, as a usual thing, for a longer period than any other year in the past and with a minimum of friction. Several factors have operated to bring about this end—good times for two seasons have enabled school boards to place the affairs of the district on a more favorable footing; the general outlook has become more cheerful due to the decrease in the struggle to make a living; people in the rural districts, on account of the improvement in roads, the increase in the number of motor vehicles, and the increase in the use of the radio, are becoming more and more interested in the world outside their own small district, and realize the need for education for the children growing up. There is also to be found a spirit of competition among the districts with regard to the attainment of their schools and their children."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"As a consequence of the generally satisfactory conditions collections of current taxes and arrears have continued good in practically all the school districts in the Foremost inspectorate. Financing the regular period of operation has not been difficult; many districts now have a balance above all liabilities, and a large number of payments on the loans secured from the Department of Education in the unfavorable years previous to 1927 has been recorded. In a large number of districts there has been a complete renovation of the exterior and interior of the school buildings, and improvement in equipment and in school premises. This movement to place the buildings in better and more attractive condition has been quite general in all parts of the inspectorate; these repairs and improvements were very necessary in many cases, following lack of funds for the purpose for a number of years, and it is now very gratifying to find pupils and teachers working in improved physical and class-room conditions in so many of the schools."

INSPECTOR H. C. SWEET, B.A., Foremost.

DUTIES OF INSPECTORS.

The school inspector is the representative of the Department of Education in his field, and a large part of his work is administrative in character. He is called upon to give effect to educational policy as expressed in the law and the regulations, and to advise with respect to adjustments which are necessary to meet new and changing conditions. However, his most important duties are those associated with the work of supervision in the schools, which has to do chiefly with matters pertaining to the conduct of schools, the organization of work, the application of the Course of Studies, gradings, and promotions, and the permanent certification of teachers.

The judgments of inspectors with respect to the quality and effectiveness of the instruction provided in schools of various types may be gathered from the following excerpts:

"Since the success of the ungraded school lies, beyond the lessons taught, in effective seat assignments, teachers need stimulation and advice in the preparation of graded seat exercise. Judging from my experience it is correct to say that the teacher who carefully prepares a written plan of the daily routine almost always correlates seat work with lessons taught and keeps her pupils profitably employed. I would therefore heartily welcome departmental regulations requiring daily entries in a specified plan book. More attention is being given to silent reading as a study in itself, and it appears that a transfer of ability is being obtained to the reading work of other subjects. Still more time should be taken from the old type oral reading lesson in favor of silent reading with emphasis upon comprehension, and oral reading with emphasis upon expression. Results in writing have improved since the publishing of a definite course. This improvement in results is always noticeable where a graded series of lessons is presented. So also better results are secured when special books are kept for a set of exercises."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"An encouraging feature of the work of rural schools is the ease and confidence with which the most recent graduates of the normal schools have adapted themselves to the work of ungraded schools. This improvement is, doubtless, due to the introduction of practice teaching in ungraded schools as part of the normal school course. As a rule, the stressing of primary work at normal school and the abundance of available aids for it, and the departmental examinations for Grade VIII have resulted in the highest type of work being done in these grades, but frequently this is at the expense of Grades III to VII. The steps taken by the department to provide rural schools with a time-table based on a five-group organization with alterations of courses in many subjects, instead of the rigid eight-grade system, have been welcomed by all teachers, and seem to provide the greatest advance in rural teaching which has been made in many years. It is hoped that further details of the plan will be worked out and communicated to the teachers, as well as a definite schedule showing which course shall be taught each year, so that pupils will not be handicapped when moving from one school to another."

INSPECTOR H. E. BALFOUR, Grande Prairie.

"With the abundant supply of teachers available this year it has been possible for the outlying schools to secure a better quality of instruction than in previous years. The policy of having normal school students observe rural schools in operation and teach such schools has done much to help the inexperienced teacher organize his work more satisfactorily. The material provided by the Department of Education on time-tables, grouping of grades and seat-work has proved to be a helpful guide to the teachers, especially those in charge of heavy schools."

INSPECTOR J. L. GIBALT, B.A., St. Paul de Metis.

"A constant improvement is noticeable in the equipment of teachers in the handling of the work of the class-room. There is a better understanding of the subject requirements in each grade. This is due in part to the revision of the Course of Studies; in a number of subjects the courses as outlined contact much better with the prescribed texts than formerly. In one or two subjects, however, teachers complain that there is not very much improvement; and some of them have considerable difficulty in finding material that will enable them to make a creditable presentation of the prescribed topics. The longer normal school course, the sending out of teachers to the rural schools as part of their training, teachers' helps, magazine articles, time-tables, seat work for junior grades, work books, and so on, are all contributing in varying degrees towards raising the general level of the teacher's equipment; and although there

is still room for considerable improvement, yet we do not hesitate to say that the advance that has been made in this respect within the last few years has been quite noticeable. Some of our younger teachers are coming out full of confidence and bubbling over with enthusiasm. This is a good thing if tempered with judgment; it is an asset too valuable to be thrown away. This squandering of energy, this going at high speed from nine o'clock to four, is a very exhausting process. We have seen during the past year, more than any year yet, a tendency on the part of the beginner to rush the job, to do all the talking, to try to hurry the pupils unduly, to show impatience if there is not an immediate response, to display uneasiness if there is a lull in the proceedings. In a number of cases this spoiled the teacher's work, and gave her a lower grading than would have resulted had she held herself more in reserve, and given the pupils more opportunity to react. The experienced teachers display more moderation and better judgment; some of them are at the opposite pole from the type we have been describing, and are too lethargic. There is a happy medium, and many teachers have fitted themselves into it with admirable grace and skill, and they are doing work of a very high order without allowing the school to 'get them' or to do themselves injury. The great majority that we have seen during the past year belong to this class; and so, on the whole, there is very little ground for complaint regarding the quality of the teaching that is being done."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"The lengthening of the course of training to a year has resulted in a better grasp of educational principles and the increase of the time spent by the students in observation and practice teaching, together with the week's experience in teaching and controlling a rural school, has greatly strengthened the young teachers in class control, presentation of subject-matter, questioning ability, the securing of responses couched in suitable form, and the provision of suitable seat exercises to keep the classes profitably employed. The teachers, with very few exceptions, take a keen interest in the work of their schools. Many of them plan the lessons for each day and have their plan books ready for examination by the inspector. Most of the teachers prepare the lessons to be taught with care. Young teachers fresh from the normal schools are keen to undertake their duties with confidence and in a fairly systematic fashion. Generally, the class material is very well presented, and the questioning is, as a rule, in proper sequence. The habit of securing responses in sentence form is becoming much more prevalent. The teachers, in most cases, use the blackboards to good purpose in providing seat exercises for their classes. Many of them remain after school has been dismissed to select and put on the blackboards the exercises for the following forenoon. I regret that the otherwise good work of some teachers is marred by the abusive use of 'Teachers' Helps.' In some cases they are placed in the hands of the pupils and practically take the place of text books. A few teachers who do not prepare carefully actually use the 'helps' in questioning, and this constitutes the teaching of the lessons. I have come across a number of teachers who thought that these helps were authorized by the Department of Education. Closer supervision of the pupils' exercise books has been given during this year, and there has been in many schools a decided improvement in their written work. It is still necessary to impress the young teachers with the idea that frequent reviews are necessary. Many of them overlook this important practice during their first year's teaching, and are bound to be disappointed when they give their tests at the end of the term. My experience, during the past year, in the settling of misunderstandings between teachers and parents has forced upon me the importance of the teacher's becoming better acquainted with the parents and the home conditions of the children. I do not know to what extent this part of a teacher's duty is stressed in the normal schools, but I consider it of sufficient importance to be worthy of being emphasized by the instructors in school management. Many teachers find themselves seriously handicapped by the lack of suitable library books for general reading purposes. The libraries have been neglected, and one frequently finds that very few additions of books have

been made since the library grants were discontinued. There is an urgent need for the addition of supplementary readers for the junior grades. Many of the children come from homes in which there are very few books, and our school libraries should give them the opportunity to form and cultivate the reading habit."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"The instruction carried on in the various types of schools has been of a very commendable character. The younger inexperienced teachers predominate in the less favorably located and short-termed schools, where the outstanding class-room problems of retardation, unbalanced groups and often loss of interest in the activities are most prominent, and in which the resourcefulness, confidence and adaptability that comes from experience in the service produces the best results. However, better results have prevailed since the students in training at the normal schools are required to spend a week of observation and teaching practice in an ungraded school during their course, and there has unquestionably been less evidence of helplessness and discouragement on the part of young teachers who have had the direction of the more difficult ungraded schools. I have to report a wider use of prepared helps, and especially in the teaching of history they are supplanting the authorized text-book. It must be admitted that in schools that have a limited library the consolidated and concise form of the helps offer a range of subject information that it would be difficult and expensive for the instructor to provide for the daily teaching. With those teachers who devote time to planning and adaptation of the information to grade situations and introduce illustrations and sound relationships, it must be conceded that very effective results will obtain from the use of outlines in view of the fact that the content gives very close adherence to the programme requirements. On the other hand, when they are used as a makeshift for preparation, or again are placed directly in the hands of the pupils to replace the text, the procedure can hardly be considered an effective method of teaching. In arithmetic the best results are obtained by those teachers who can visualize the course as a whole, and who plan the daily work without too rigid adherence to the text and type problems. In the mechanical drill on the four fundamental operations too many teachers carry on the drill without due regard to the importance of the diagnostic and remedial treatment of errors. A very limited number of pupils in Grade VIII appear to have a very comprehensive grasp of business terms and the various transactions due principally to the abstract manner in which the several topics are treated. Composition in the phases of accurate form, neatness of the recorded exercises and accuracy of the sentence structure still continues to be a difficult subject to present.

"From a check-up of the teacher gradings issued during the year the following details of classification have been established:

"Excellent	10 or 5.08%
Very good	48 or 24.36%
Good	91 or 46.60%
Fairly good	44 or 22.43%
Fair	3 or 1.53%

"The introduction of 'Very Good' between the 'Excellent' and 'Good' of former years seems to have resulted in a more balanced distribution of the teachers by groups. In the results for the year, seventy-five per cent. of the teachers have attained the rating of 'Good' or better. The lower divisions of the scale as reflected in the above gradings would indicate a generous treatment of the factors involved in determining the rating to be assigned to the teacher."

INSPECTOR J. J. LeBLANC, B.A., Westlock.

"Many teachers are still found who believe that the memorization of lists of facts is education. Little attempt to get pupils to think things out for themselves and to take active part in class discussions is made. The lecture method, the dictation of notes, and the use of printed notes is found to be all too common. Some teachers of non-English parentage

have great difficulty with the language they are supposed to teach. Indeed, in some schools, the senior pupils speak English more fluently and correctly than do the teachers. The quality of the work done by the recent normal school graduate is usually good. The teachers of this inspectorate received the following gradings on their latest inspections:

	Excellent.	V.G.	Good	F.G.	Total.
Number	9	26	106	34	175
Per cent.	5.1	14.9	60.6	19.4	.....

"The practice of giving the teacher a copy of the recommendations to the School Board has been found effective in helping to secure repairs and desirable additions to equipment."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"The academic and professional equipment of the teachers in this inspectorate are good, and there are no untrained teachers in this field. Twenty-five per cent hold academic and first class certificates, sixty-eight per cent. second class, and six per cent. third class certificates. I believe, however, that the normal schools can continue to confer invaluable benefit upon the profession by eliminating more of those not naturally adapted to or interested in teaching. It is encouraging to note that there is a tendency among many teachers to break away from the old formal reproduction and memorization types of method, and make use of socialized study and problem methods, which encourage free and independent thinking. Some recent normal graduates do this well. Literature and fundamental arithmetical rules in intermediate and senior grades are satisfactorily taught. It would be better if primary number work were taught more objectively. Oral composition should receive increased attention and a more determined attempt should be made on the part of many teachers to have written language, penmanship and ciphering performed in more businesslike form in clean, neat exercise books. Much good work is being done in history and geography, though an undesirable feature is the dependence of some teachers on the printed notes in educational publications. For reference such notes are useful, but authorized texts must be made the basis for study by the pupils. An increasing number of teachers are teaching hygiene and health habits in a practical way, but the work in other branches of elementary science should be illustrated by more experiments and more closely related to life. It is difficult to make general statements that are true with regard to any particular subject, but the following gradation of general class-room work done by teachers in every room of the inspectorate is a criterion that good teaching is being done. Of 36 recent normal graduates I was able to give 26 a grading of 'Good' and the remaining 13 a grading of 'Fairly Good.' The teachers in all schools graded as follows:

Excellent	2%
Very Good	8%
Good	64%
Fairly Good	25%
Fair	1%

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"The schools of this inspectorate in 1929 received, in general, a good teaching service. The great majority of the teachers were professionally well equipped for their work. The more recently graduated teachers are bringing to their work a keener practical insight as regards the essential features of teaching technique. They are today better equipped for rural work than they were a few years ago. I am persuaded that the brief contact they have with actual rural conditions during their teaching in rural schools, as part of their course, in conjunction with a more practical application of normal school instruction to actual teaching conditions is, in a large measure, accountable for this progress. I am quite of the opinion that the frank intimation on the part of normal school instructors, to certain students in training, of the fact that they have been found to be lacking in natural teaching intuition and sensibility is amply justified, and that such students are being most kindly treated when they

are requested to seek a life work for which they are better adapted, because of a large natural endowment pointing to the possibility of greater success in a line of work other than that of teaching. In 1929 the grading of teachers in this inspectorate was as follows: A grading "E" was given to 3.55%; "V.G." to 20.71%; "G" to 35.50%; "F.G." to 33.73%; and "F" to 6.51%. The percentage graded "F.G.", I think, is relatively too high, but is accounted for by the large percentage of teachers who held interim certificates, among whom was a large number of teachers who received their first or second inspection. Three teachers found in charge of schools were not graded, and were informed that their interests and the interests of the pupils would be best served by their withdrawal from teaching service, not because of indifference on their part, but because of too scanty natural endowment for such service. Salaries offered to teachers remained stable during 1929. The frequent changing of teachers works adversely as regards advance in salary rates, as school boards are faced too frequently with a change of teachers each year or term. The majority of school boards is quite prepared to pay a fair salary, and to increase that salary when, in their estimation, services rendered justify such procedure. A few school boards, however, cannot break away from their old policy of buying teaching instruction in the very lowest market available. No permit teachers have been engaged in this inspectorate for several years."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"It may safely be stated that the great majority of teachers have an adequate sense of duty and responsibility, and that they are diligent and earnest.

"The following phases of class-room work have received emphasis and show noticeable improvement: (a) Oral reading in junior grades; (b) correlation of language training with other subjects of study; (c) general neatness of written work; (d) more definite planning and organization of the work of the grades through the use of weekly plan book.

"Of teachers inspected the following is a summary of the grading:

Excellent	1.50%
Very Good	21.50%
Good	56.15%
Fairly Good	20.00%
Fair	.85%

"Due to the redistribution of marks allotted in the 1929 report form, a larger percentage of teachers were able to grade 'Good,' but still 20% graded only fairly good, and on the present scale of grading this is unsatisfactory. The salary situation is practically the same as for 1928. Nearly 50% of the teachers receive a salary of \$1,000. The average salary throughout the inspectorate is approximately \$1,050. There were six third class certificated teachers employed during the year, and during the months of May and June, a teacher was engaged who had not the necessary qualifications. She retired as soon as a qualified teacher could be appointed."

INSPECTOR W. H. EDWARDS, B.A., Wainwright.

"Indications of good personal equipment were manifested in several ways. Teachers were arriving at school in plenty of time to prepare for the day's work. In an increased number of cases use of the blackboard had improved. They were neat in person and, as a rule, kept their rooms neatly. Their movements were vigorous and energetic. They nearly all devoted themselves to the supervision of written work. In an ever-increasing number of cases they devoted extra time to their advanced pupils out of regular teaching hours. They were cheerful, optimistic and willing to accept and act on advice from the inspector. In 1928 a great number of schools changed teachers at midsummer, and the result was a slight falling-off in the quality of the instruction being given in the fall term. The main weakness seemed to be in the lack of organizing ability, although a number of weaknesses in the presentation of individual subjects were noted. I am glad to be able to report differently for 1929. There were not so many changes, the new teachers seemed to be better

equipped, and the work in both terms went on smoothly and efficiently. There is still a weakness in the expression in oral reading, but the writing has improved, both in actual writing lessons and in exercise work generally. The new writing course is working to advantage in this inspectorate. The senior history is still poorly taught, but may improve in content, owing to the definite assignments made in the new edition of the Course of Studies, if not in method, owing to the use of a text which is unsuitable. On the whole, the quality of instruction is better than I have observed in the past ten years. The new grading scale, which now includes a grading of 'Very Good,' is an improvement. Previous to its adoption the peak of the percentage curve of our gradings came far too near the higher end to conform to the law of averages. In the old scale the average teacher, according to that law, was between 'Fairly Good' and 'Good,' but by far the greatest number were graded 'Good.' Under the new system the average teacher should be graded 'Good,' and my percentages more nearly conformed to that than in previous years. Another very gratifying feature of the year 1929 was the remarkably good showing made by the teachers fresh from normal school. Out of a total of 20 inspected in the fall term, 13 were graded 'Good,' 6 'Fairly Good,' and 1 'Fair.' The improvement was most marked in respect to their organizing ability, which speaks well for the practice of giving them a week's training in a rural school during their normal course."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

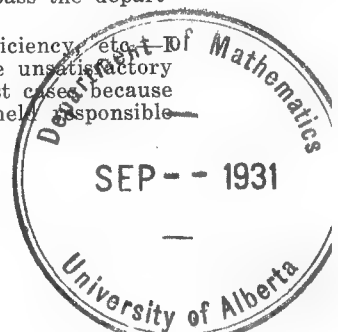
"With young teachers (and some older) the most noticeable weakness was their evident lack of grasp of the material of the course of studies. This has always been the case, but as teachers become more proficient in the application of good methods the fact that the material is scanty and poorly assimilated becomes more noticeable. This is especially evident in such subjects as history, geography and nature study. Lacking a rational grasp of the meaning of the lesson, the aim is not clear, and the teacher is unable to effect a transfer of the significance of the facts or events to the pupil so that it may become a part of his mental or moral equipment. In the light of this fact, so often noticed, I am almost convinced that two or three months of our normal school period could be more profitably spent in a very thorough and systematic review of the academic work from the point of view of teaching. If this were begun in the normal school, the pupils from the high schools would in time come to the normal school better equipped because of the improved teaching they have received. However, the great majority of our teachers are conscientious and faithful in the discharge of their duties. With what skill and knowledge they possess they are doing reasonably good work. Two hundred and three inspections were made in my own inspectorate during the year, and an analysis of these indicates that the grading has approached very closely to normal:

Excellent	2.46%
Very Good	20.10%
Good	50.24%
Fairly Good	20.70%
Fair	.50%

INSPECTOR R. H. LIGGETT, B.A., Olds.

"The quality of instruction being given is very satisfactory on the whole. Quite a large number of teachers do not fully realize the necessity of repetition in teaching, and I am stressing this point. There is also a tendency on the part of quite a few to promote pupils too soon, with the result that they reach Grades VIII and IX with a poor grounding. Naturally these pupils take two or even three years to pass the departmental examination.

"Inspectors reports: Grading of teachers, as to efficiency, etc., found a surprisingly low number of teachers doing quite unsatisfactory work. Even where I withheld the grading it was in most cases because the teacher had recently arrived and could hardly be held responsible for the condition of the pupils.



"The following gradings were given during the year: Excellent, 8; very good, 41; good, 144; fairly good, 33; fair, 0; withheld, 15.

"Salaries of teachers, etc.—The average salary paid in a district last year was \$1,052 a year. Only two teachers received less than \$1,000.

INSPECTOR W. E. FRAME, B.A., Coronation.

"The quality of instruction given has been, on the whole, good. In the public school course oral reading, art, arithmetic, spelling and writing are, generally speaking, being well taught. These subjects do not appear to offer as great difficulty to teachers as do history, grammar, literature and geography. In the high school course history, science and geometry offer the greatest difficulty to pupils and teachers; there are more failures in these subjects than in the others. The teachers know the work, but seem unable to present it clearly or to make it interesting. It must be said that many of them have not the time to give to work above Grade VIII. It is herein that more time for supervision on the part of an inspector would save a student much time and worry."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"As in former years, my first endeavor was to inspect all rooms once and as many of the rural schools twice as time and circumstances would permit. There is considerable doubt in my mind as to whether, in view of the large inspectorates such as we have in Alberta, this procedure is advisable and if it makes for the best use of the inspector's time. In all inspectorial districts there are experienced, efficient teachers, who are known to the inspector as such, and an annual visit to schools in charge of these teachers might be considered more or less of a formality. On the other hand, however, there are inexperienced teachers, or teachers, although experienced, are having difficulties, who should have the first claim on the inspector's time for the greater part of the fall term. I am inclined to think that rather than aiming to inspect every school, graded or ungraded, at least once during the year, the inspector should be left free to visit those schools in charge of inexperienced and less successful experienced teachers as frequently as possible. Many teachers are endeavoring to improve their academic standing by means of summer school and correspondence courses. I am continually urging the young men in the profession to improve their academic and professional standing if it is their intention to make teaching a life work. Of the 194 teachers inspected during the year, 8% graded excellent, 20% very good, 50% good, 11% fairly good, and 1% fair. On account of a different five-point scale being adopted at the beginning of the year, it is difficult to compare these ratings with those of previous years. After a careful survey, I am satisfied, however, that the general trend of teachers' grading is upward, and this reflects also the quality of the instruction being imparted."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"The quality of the instruction being given is being maintained at a satisfactory standard. There is a marked superiority in the instruction of a teacher with even one year's experience over that of the beginner. This superiority, however, is not to any noticeable degree reflected in the salaries paid to experienced teachers. In fact many beginners receive higher remuneration than teachers of one or two years' experience. This would appear a most short-sighted policy, and may account in part for the large number of teachers who annually leave the profession. Of the eighty-three who had experience, forty-four were teaching for the same boards which employed them last year, and eighteen of the forty-four had been two years or more in the same school. There is no question as to the value to a school board of even one year's experience on the part of the teacher. Most of the teachers are following closely the courses of studies. There appears to be an increasing use of teacher's helps. So long as these are confined to the teacher I do not see anything objectionable in them. Unfortunately there is a tendency in some cases to rely on these entirely; some teachers use them unblushingly in lieu of text books, and in too many schools the pupils receive this pabulum daily and brandish

them flagrantly as a matter of course. However laudable the intentions of the authors of these helps, I believe they should either be rigidly excluded from the school or made to go through the same channels as other authorized text books. They destroy initiative on the part of the teacher, and give the pupils a false perspective. I do not hesitate to condemn their use unequivocally. Most of the texts in use appear to give satisfaction. Many teachers continue to condemn the history text. Those who use it conscientiously, however, develop a fondness for it and get good results. The writing courses are coming into more general use, but many teachers, especially those of long experience, still refuse to follow the new course in its entirety. It is hoped some provision may soon be made to revive the giving of grants to rural schools for supplementary readers and other standard literature. If even a small uniform grant were provided the beneficial results would be apparent within a very few years. Of the 105 inspections made since August first over half were graded good, the remainder distributing themselves fairly evenly above and below this. This would be a fair criterion of the grading over the whole of this inspectorial division, as they represent all classes of schools. The table divides according to percentages as follows:

Grading.	Total number.	Percentage.
Excellent	7	6.5
Very Good	18	17.1
Good	54	51.4
Fairly Good	23	22.0
Fair	3	2.8

INSPECTOR D. M. SULLIVAN, M.A., High River.

"The quality of the instruction that is given could be improved by having normal graduates in much more complete possession of the required methods. Their knowledge of teaching is too general and hazy. Very few methods begin to approach mastery. A few techniques fully developed would give them something definite with which to start."

INSPECTOR C. C. BREMNER, M.A., Madleod.

"During the year I found no teacher who was not well equipped with a knowledge of the subjects to be taught. All showed a creditable knowledge of the principles of teaching, class-room management and methods of instruction. While the teachers were alike in these respects, they differed widely in their ability to make their knowledge effective in the schoolroom. Some of the older teachers show signs of retrogression, but this is serious in the case of only one teacher. The most serious weakness in our schools at present is due to the coming of so many inexperienced teachers each year. This could be minimized to a marked extent by having the inspector visit the school of such a teacher at least twice during the first term of teaching. I had occasion to grade only two teachers as 'fair.' I found 26% fairly good, 52% good, 16% very good, and 5% excellent."

INSPECTOR J. MORGAN, B.A., Lethbridge.

"The quality of instruction being given is, on the whole, satisfactory. With few exceptions those teachers having several years of experience were doing good work. The younger teachers generally were eager and alert, largely making up in enthusiasm what they lacked in experience. The most common fault among this latter class of teacher was in school management; particularly in the matter of distribution of time. The mathematics is well done by practically all teachers, but the instruction in literature and reading generally leaves something to be desired."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"On the whole, the quality of the instruction in the rural schools is steadily improving. The plan of sending normal students out for a week to observe and take charge in a one-room school is working out well. The students themselves, especially those who have never attended a rural school, get an insight into the general management which cannot be given by class-room instruction in the normal school. The teachers in

the schools are generally well pleased to have the students come. Teachers remark to me they receive new ideas from the students. Frequently the teachers express the wish they might have had a similar opportunity when they were going through normal. At any rate, there are not so many young teachers today hopelessly and somewhat helplessly struggling with overwhelming difficulties. In the districts where good conscientious teachers remain two or more years the improved quality of the work is very noticeable. The ample supply of fully qualified teachers for the schools appears to be the main contributing factor for this improvement."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"Equipment of teachers found in schools during the year.—Of the 132 teachers inspected during the year, 103 held second class certificates, while 29 held first class professional certificates. Five of these had University degrees. Sixty per cent. of the total inspected had interim professional certificates, indicating limited teaching experience, while forty per cent. of this number were recent normal graduates teaching their first school. The prevailing exodus of the more successful teachers toward the more central and populous centres probably accounts for the large number of inexperienced teachers in the inspectorate. A considerable number of the normal graduates are doing creditable work; a type of work that speaks well for the quality of teacher training they are receiving in our normal schools. One cannot speak so favorably of the academic qualifications of our teachers, and I am afraid as a result a number of erroneous impressions are disseminated among the pupils of our schools. It is quite apparent that the schools that operate the authorized school year receive the services of better equipped teachers than those that are part time schools, or those that secure an extension of the winter vacation in favor of summer operation. When a well-balanced daily programme of formal class teaching and seat assignment and supervision is judiciously planned, the quality of instruction is generally good. There is a growing tendency, due to a large mass of assignment material being available, to forsake the formal lesson and make the daily programme almost wholly assignment and supervision. Such form of instruction, when in charge of an experienced teacher, well trained in standards of attainment involving certain time limits, may be productive of a researchful industrious student, but in the hands of the inexperienced much aimless and poorly correlated work is done. The time allotted is not limited to the assignment, the amount of accomplishment is insufficient, the lesson drags and the pupil becomes indolent and careless of habits. There is a limited amount of reference material in the library of a rural school, and the teacher must prepare and impart interesting knowledge for the pupil's benefit. Pupils fail to imbibe that interest that comes through active competitive participation in their lessons. Nor does this form of instruction tend to improve the teacher's efficiency. The teacher tires of the constant supervision and the numerous corrections required. Many errors are passed over uncorrected. Finally, few of the assignments are original, and the teacher employs a rather too impassive manner of carrying on. I have visited few schools where primary grades were allowed the amount of physical activity their active little bodies required. Generally, lessons taught are presented in an interesting manner and the teaching methods are good, but too often the lesson ends when the teacher feels that the knowledge bearing on the subject has been imparted. The lesson fails because the teacher does not ascertain whether the pupil has assimilated the knowledge, and whether certain important points have become fixed. Results secured in pupils and an inspection of written work often bespeak the teacher's knowledge of standards. When definite standards of attainment are available, either by way of the Course of Studies or by attainable material of a practical nature, the results are measured with a definite degree of perfection of attainment in view. Such is the case in rapid calculation, spelling, writing, handwork and art. In the remaining subjects of the elementary school course there is a wide variation in the quality of attainment exacted by the teacher. The remedy for such

discrepancy of standards can only come through some systematic system of rural school supervision, and through greater permanency of the teacher's services to the individual school.

"The subject of arithmetic commandeers the lion's share of time on the daily programme, and is the most extensively and thoroughly taught subject of the course. Elementary science, oral language, literature, primary reading, spelling, geography, agriculture, writing, are usually taught in a fairly satisfactory manner. There is an apparent weakness in the preparation of and grasp of subject-matter in both history and grammar instruction. The lessons in these two subjects are too often of a text book prescription, with little added to give interest or arouse thought.

"There is little uniformity of standard of class attainment required in written composition regardless of the fact that the prescribed course is in quite specific in this subject. Due to lack of definite aim of class achievement, topics are unwisely chosen, calling for a treatment of too great length and difficulty to secure that degree of expression and perfection suitable to the grade. Correction of the written composition is quite faulty and incomplete. Results are frequently graded from good to excellent, that with close and thoughtful checking should not be considered acceptable.

"Reading, the basic subject of much of our acquired knowledge, is the most aimlessly taught subject of the course. Oral reading lessons too often take the form of a monotonous drawl of words. In primary grades too few devices are employed to correct faulty eye movements and to improve the child's recognition span.

"A somewhat extensive survey of silent reading abilities, involving rates and comprehension of easy reading samples from Grades IV to VIII, leads one to believe that this important phase of reading enters little into the consideration of grading. The results show that in many instances pupils with a Grade III and IV reading ability are working in the higher classes of the elementary school with pupils who are reading with a rate and comprehension ranging from Grade VIII to Grade X reading abilities. I find that pupils are allowed from twenty to thirty minutes to read and comprehend a passage, that were the teachers familiar with silent reading standards they would realize that the child should be capable of grasping the assigned material in one-third of the time allotted. In summary, the whole survey shows that in few grades was there any uniformity in the reading abilities of members of the same class. This to my mind is a rather serious situation, for when the child reaches the higher grades and must encounter the heavier content subjects the preference for school is often influenced by the ability to readily grasp the subject matter. Probably in meeting life's demands this acquired ability is a still greater asset.

"Although it would be difficult to realize an ideal situation in the matter of reading in our schools, with considerable attractive reading material for the junior grades in the library, combined with intelligent supervision, the situation should improve.

"Of the 137 inspections carried out during the year, 5 were graded excellent, 33 very good, 67 good, 31 fairly good, and 1 fair. This places 77% of the teachers inspected with an efficiency grading of good or better. Only 15% of the teachers visited in the rural schools were male teachers. Upon my visits of inspection I offered as much in the way of helpful suggestion, seat work and time-table materials, and standardized materials, as the time at my disposal would permit. Although there was evidence that my visits were not devoid of fruitful results, nevertheless it is only too apparent how much more fruitful the results would be if follow-up work in a supervisory capacity could be carried out."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"It is rather difficult to state definitely whether the quality of instruction being given is of a higher or of a lower grade than that in previous years. In comparing the work done in the ungraded school with

that in the graded school, the teachers in the ungraded schools are doing just as valuable a type of work as those in the graded schools. This is not merely a matter of belief, but is judged by the results obtained by the pupils from the ungraded schools at the departmental examinations. In both Grade VIII and the examinations of the higher grades the product of the ungraded schools makes a good record, as good as the pupil from many of the graded schools. On the other hand, the ungraded school is not permitted to function at its best. As soon as a teacher of exceptional ability is developed in the ungraded schools, she is immediately engaged by one of the town or city boards and is lost to the ungraded school system.

"The teachers as a rule show a good knowledge of the course of studies. There is still a strong tendency to stress in teaching certain traditionally important subjects, and at the same time give in proportion less attention to other subjects. Arithmetic, oral reading in all grades, and spelling frequently receive undue prominence; silent reading, history, geography, elementary science, health education, on the other hand, are more or less either neglected or made to assume a very subordinate position. In my opinion this tendency to neglect teaching certain subjects which lend themselves to cramming will be strengthened by the growing use of so called teachers' aids. More and more these concentrates are being used in the schools; the time is approaching when the use of this material must be considered seriously. This movement is not, as one would expect, confined to the ungraded school where teachers find it difficult to set aside the time to organize the material in each subject, but is making its way rapidly in the graded school system.

"With regard to grading an analysis of the gradings made gives the following results: Excellent 11, 5.47%; very good 36, 17.91%; good 118, 58.70%; fairly good 36, 17.91%; fair 0.

"This agrees quite well with the frequency expected except for the 'Fair' group, indicating that the inspectorate draws its share of teachers of the best type."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"With very few exceptions the teachers recently graduated from the normal schools make a definite and effective effort for organization of their work; time-tables give proper apportionment of time to subjects and grades; regular preparation for the work of day, week and month is made carefully, and plan books are used containing careful outlines of the work for each day. Reliable monthly outlines are in very common use. In a few cases these are prepared by the individual teacher; in some cases outlines have been secured from the schools of Edmonton, Calgary, Lethbridge or Medicine Hat, but for the most part dependence is placed on the outlines of the courses published each month in the 'Alberta School' and 'A.T.A.' magazines. These have proved of material assistance to the teachers. From a number of sources teachers' helps in subject-matter are secured, and good use is made of these, though in an occasional case the use of the helps is allowed to too great an extent to take the place of the regular texts or of regular class instruction.

"Instruction in agriculture has improved since the new text book has come into common use; similarly better results in writing are more common since publication of the new manual and books for the groups of grades. The subjects which I have endeavored to test most regularly have been composition, arithmetic, reading in the junior grades, history, grammar, and geography. Procedure in class in composition is good for the most part, but in many schools where there are large numbers of classes the regular work in the exercise books is deficient in sentence structure, spelling, and punctuation. Progress in arithmetic is generally good; in a number of cases the portion of time devoted to this subject daily is more than is necessary, being greater than suggested in the Course of Study; in these cases it has been advised that the arithmetic period be shortened, and separate brief periods be set aside for rapid calculation. Progress in reading, grammar and history (except history in Grade VIII) is up to a good average. In many cases the fact that all

or part of the Grade VII history course has been omitted prevents pupils from use of this background for a thorough grasp of the material of the Grade VIII history course. Instruction in geography is generally effective. The attainment of the pupils in art varies from excellent where the teacher has made a particular study of the subject, or has a natural taste for this work, to indifferent where no definite effort is made to realize the possibilities of this course. Physical training appears uniformly on all time-tables, and is given regular attention.

"The following is a classification of the grading of teachers during the year. In cases where more than one report has been made, with differences in grading, the higher or highest grading assigned has been taken: Excellent, 2; very good, 14; good, 94; fairly good, 38.

INSPECTOR H. C. SWEET, B.A., Foremost.

OPERATION OF SCHOOLS DURING 1929.

The annual period of operation has shown steady and consistent improvement in recent years. The supply of qualified teachers appears to be adequate for our requirements, financing of schools has been easier, and grants so adjusted as to enable weaker districts to increase the number of teaching days in each year.

"Where it is possible to obtain the co-operation of the residents in providing voluntary labor, it is proving advisable to erect log or unfinished rough-lumber buildings without securing debenture loans. In these cases special grants of two hundred dollars have helped greatly in the purchase of windows, doors and shingles. I feel that it would be money well expended if special grants were increased to meet the expense of finishing material and also equipment. An alternative plan would be to give loans, charging the same to the regular grants repayable to the Government after the third year. In any case, some scheme to place from three hundred to five hundred dollars to the credit of new districts in homestead areas would greatly lessen pioneering difficulties and would usually assure operation for a minimum of eight months. It is safe to say that districts now being organized will have little difficulty in financing by the third year, particularly if kept free from the burden of debenture loans. In the meantime they are faced with the extra expense of building while depending upon a fictitious assessed valuation of homesteads for revenue. The assessment becomes righted at the end of the third year of homesteading and tax enforcement is then possible."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"Almost without exception, school boards have done their utmost to secure operation of the school. Wherever less than two hundred days have been secured the reasons have been among the following: (1) Undeveloped roads; (2) distances in large districts; (3) financial difficulties.

"In connection with financial difficulties it is found that many districts are being retarded by inability to collect taxes until land has been patented. It would seem advisable to urge that when the Province secures control of the natural resources, pressure should be applied to force homesteaders who have been three years upon their land to secure their patents; that annual payment of school district taxes should be made part of the homesteader's duties; that some arrangement should be negotiated whereby arrears against Soldier Settlement Board lands would be paid; and that the 160-day limit should be removed from the equalization grant (it is taken by too many boards as a direct suggestion that they should not attempt more).

"In all the newer districts those features of the proposed school act which would remove tax collection from the duties of the local boards are eagerly discussed."

INSPECTOR H. E. BALFOUR, M.A., Grande Prairie.

"Except in a few districts, where exceptional cases were met, all the schools were in operation. There was no difficulty in securing teachers. Terms of operation are approaching the two-hundred-day standard in the large majority of schools, and the number of schools closing during the winter months is decreasing. Grants as now given have done much towards putting up of an additional room in six rural schools. They are a great help to the poorer districts."

INSPECTOR J. L. GIBAULT, M.A., St. Paul de Metis.

"During the past year operation has been in general satisfactory. There are a number of schools where the enrolment is small and the distance the children have to travel to reach the school considerable, that close down for a month or two during the severest part of the winter. An unfortunate, and possibly unavoidable, feature pertaining to operation is the fact that it is the poor district with meagre resources and struggling to the limit of its capacity to do the best it can for its children, that is being constantly badgered and harried the most about operation. The wealthy districts are never molested since they operate yearly and have no trouble in doing so. But the poorer districts frequently can not, even with the special grant, operate a yearly school. As an evidence of the effort some of these districts are making, we may mention that of one lying on the outskirts of the inspectorate, where the people are extremely poor, and yet they have imposed upon themselves a rate of fifty mills in order to provide a yearly school. It is not over-stating it in the least to say that meeting their tax obligations on that basis presents to these poor people a problem compared to which a two hundred mill rate imposed on the wealthier districts would be light taxation. And yet in some of the wealthier districts the rate is from seven to ten mills. Needless to say the poorer districts are without exception ardent advocates of the minister's proposals for a more equitable distribution of the burden."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"As in past years, the urban and rural schools reopened immediately following the Christmas holidays. In the case of the purely rural ungraded schools, the following comparative distribution of the months in which operation commenced will best indicate the improvement from year to year:

Month.	Year 1928.	Year 1929.
January	83	92
February	17	13
March	10	12
April	6	3
May	5	5
June	5	2

"Weak finances in the sparsely settled areas together with parental opposition to school during the winter months account for the schools that are closed at the beginning of the June term. A shortage of teachers by the end of February, which in past years accounted for a number of schools being idle, was not so evident in 1929. The special grants paid under section 26a of The School Grants Act have been a very helpful factor in lengthening the term of school operation, but even this generous aid has not proved adequate to assure the regular payment of the teacher's salary in the weaker units."

INSPECTOR J. J. LeBLANC, B.A., Westlock.

"The most significant feature in this division is the gradual decrease of demands from districts requesting a winter vacation of a month or more during January and February. Originally this was granted to all districts requesting it so as to allow the New Canadians settled here to observe the Ukrainian Christmas and New Year festivities according to the Greek Calendar. The Ukrainian settlers still observe these holidays, but the schools are closed for only two or three days during January.

"Three factors are mainly responsible for this change: (1) Districts adjoining urban centres follow the plan which has been in vogue in

town schools for many years. The establishment of towns and villages in the northern part of this inspectorate has forced this practice upon the districts which had formerly been very reluctant to abandon the winter holiday in January. (2) School officials have come to realize the value of school time and that the senior grades even of the public school require all school time available in order to pass the midsummer examinations. The teachers, as a rule, take the lead in influencing the trustees to forego the customary holidays. Those of Ukrainian descent are to be commended, for though breaking with the traditions of their own race, they act as leaders directing their people to Canadian customs. I believe, too, that the demand of the older people for the teaching of the native tongue in the schools is gradually dying out. Five years hence I doubt if any of the districts will sponsor tuition in Ukrainian. (3) School officials were forced to adopt winter operation because such was in the interest of the pupils, as the following tables show.

"In this division there are fifty-five rural districts which are wholly New Canadian. During the year 1924-1925 only ten of these gave instruction to students in Grade VIII. Pupils desiring higher education were usually sent to town or city schools, hence none of them had students in grades above the eighth. At that time the bulk of the pupils were graded in the junior public school grades.

"In five years these schools have shown remarkable progress as indicated by the following table:

Districts with no Grade VIII students	12
Districts with Grade VIII students	19
Districts giving secondary education	24
	55

"It should be stated that the two-room school programme sponsored by the Department is mainly responsible for this change. It is very gratifying to note that the New Canadian settlers have taken full advantage of the educational facilities offered them by the department."

INSPECTOR OWEN WILLIAMS, B.A., Vegreville.

"Special grants have been recommended in six cases. These have been for districts where there is much poor land, but often many children. They have enabled these districts to provide themselves with much-needed additional equipment, to operate their schools for much longer periods than they would otherwise have been able to do, or to increase their accommodation without adding to the debenture indebtedness of the school district. All these districts lie on the frontier, where the residents find it very difficult to provide the necessities of life. Yet in many instances they pay more taxes than do the owners of good land in wealthy districts that have been longer settled. It is a fact that at least fourteen districts in this inspectorate should receive special help beyond the usual grants paid by the department. It is my opinion that the annual expenditure of about three thousand dollars in special grants in this inspectorate would be of very material assistance to many districts such as those described. Such an amount would help to equalize the burden of taxes between those in the newer poorer districts and those in the older more prosperous districts."

INSPECTOR C. H. ROBINSON, Lamont.

"Seven districts lie in the bush country on the west, and while in a few cases parents lack a keen interest in providing the best possible educational advantages for their children, the following adverse conditions also obtain; the soil is not highly productive and the areas cultivated are small; revenues are small and not always collectable; many roads have not yet been opened through the bush, and winter and spring roads are impassable for young children; temporary schools cannot be heated satisfactorily in zero weather. None of these districts have been given special grants or loans, but all of them are largely dependent for the measure of success they have on the grant paid in accordance with section 26a of The School Grants Act."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"A few years ago some twenty schools in the outlying parts of the inspectorate operated during the summer months only. The number was cut down in 1929 to eight and, even in these cases, the number of months of operation was materially increased. Lack of power to finance a yearly school is the cause of this unfortunate situation. Farming conditions in all of them are poor, and in some cases the settlers are becoming fewer year by year.

"There are many things that affect the successful operation of our schools. Good or bad crops and the consequent ability or failure to finance, the attitude of boards of trustees towards the provision of adequate facilities, the supply of successful teachers, the attitude of parents and the weather conditions, all play their part in the success or failure of our schools. Of these, *ceteris paribus*, the weather was the factor which contributed most to successful operations in 1929. Only those who are constantly in touch with rural school conditions can understand how the weather, from day to day, affects the attendance in these schools, and consequently their efficiency. This is particularly the case among the junior grades. The year 1929, from this point of view, was the best in the past ten years, and monthly averages of well over 90% have been quite common in the rural schools of the Red Deer inspectorate."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"With a few exceptions the schools of this inspectorate operated the whole year. The exceptions are those on the western fringe of the territory. There the available taxable area is small and in some cases taxes cannot be collected. All schools, however, operated at least eight months. This has been a direct result of the extra grant paid under section 26a of The School Grants Act."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"Nearly all of the districts with children of school age in their limits operated either under a teacher or under section 208. My chief difficulty has been in keeping districts with six or less pupils going in cases where it is difficult or impossible to get the pupils into any other school. The idea that children cannot attend school in the winter is responsible for quite a number of schools not operating for from one to two months after the Christmas holidays. People are gradually forsaking the idea, but it will continue to give trouble for some time to come."

INSPECTOR W. E. FRAME, B.A., Coronation.

"Loans have been recommended in four districts during the fall term and several other districts have intimated that they will need financial assistance after the first of the year. All of these districts are situated in parts of the territory that have been subject to crop failure for the past two years. Practically no taxes have been collected in these districts and they have no credit at the banks. The effect of these loans has been to provide about fifty pupils with school accommodation that they would not otherwise have had."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"The special grant under section 26a of The School Grants Act, is proving of great assistance in helping districts with a low assessment valuation to finance. In some cases, not every one, I feel that upon the recommendation of an inspector, this grant might very well be given to a district entering into an agreement for joint operation as well as the district actually operating."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"There are 24 school districts carrying on joint operation under section 208 of The School Act. While seven schools were again opened for operation that had for some time operated under section 208, a like number closed in favor of joint operation. Large land holdings and a relatively small number of ratepayers account for the considerable number of section 208 school districts.

"There are a number of districts in this inspectorate that receive a special grant under section 26a of The School Grants Act. Although this grant does much to equalize the incoming revenue of school districts, the situation is by no means ideal.

"Considering crop conditions of the year, school districts are bearing their financial burdens very well. In no district, to my knowledge, has operation been curtailed during 1929 for financial reasons. One loan to assist operation was approved, while at present three more are under consideration. School districts that are so fortunate as to be in a collecting municipality where the officials of the municipal council make the matter of school taxes and the matter of meeting quarterly advances a serious obligation are experiencing little difficulty carrying on a normal operation. Unfortunately few municipalities have inaugurated a system of financing school districts with any regularity, and as a result there is much uncertain financing and much anxiety upon the part of board officials.

"On the other hand, the municipal council, representing a larger unit, is a more efficient tax-collecting unit than is a self-collecting district, or a rural district that has been erected as a 'Village for Assessment Purposes' when there is no hamlet situated within the district. School board officials who wisely endeavor to maintain an equalized levy from year to year usually finance operation more successfully and with less criticism from the ratepayers than occurs where the rate of tax is caused to fluctuate."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"It must be noted that no school was forced to close on account of lack of funds. As in the past, it has been found advisable to operate in many schools under section 208. Various types of agreement have been used, variations being made in the regular agreement with respect to cost or method of operation to suit the requirements of the local authorities. In all cases the agreement has worked out to the satisfaction of those concerned. Joint operation has made it possible to give to children a yearly school where otherwise either no school at all or school for part of the year would be the rule. There is no doubt that the year 1930 will see the growth of a tendency to revert to the practice of operating summer schools; the short crop in 1929, the over-expenditure in cars, etc., during 1928 and 1929, will bring about a feeling that all expenditure should be curbed. Of course, this attitude may be overcome by the use of loans for salary or by the onset of a wet year, but among some of the boards there will be needed persuasion to resume operation in the spring."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"The improved financial position of the districts in this division made possible even better operation of schools than prevailed in the previous year. In a number of cases the period of operation was lengthened. The boards were able to operate without outside assistance, one small operating loan only being required during the year. The substantial assistance given to many of the districts under the provisions of section 26a of The School Grants Act has greatly simplified the financial problems of many of the boards, and has been a very considerable factor in securing a greater number of months of school per year."

INSPECTOR H. C. SWEET, B.A., Foremost.

ADVANCED INSTRUCTION.

It is generally admitted that the demand for high school services constitutes one of the educational problems most difficult of solution. Grade IX work is offered in a very large number of rural schools, with varying results, depending chiefly upon the experience and the training of the teacher, the efficiency of the

school organization and the capacity of the students' for individual effort.

The number of two-room rural schools is increasing, and in these an improved type of instruction is available for the elementary and advanced classes.

Our consolidated schools are doing excellent work, and for the most part they are on a sound and efficient working basis. Likewise in the villages and towns there is more regular and consistent operation, together with greater permanency in the teaching force.

The following extracts give a good general idea of what is being accomplished in advanced work in schools other than those reported upon by the high school inspectors:

"The Berwyn and Waterhole rural high schools are operating for the second year. School officials and parents seem very well satisfied with the type of work being done in these schools. There is a growing need for a third rural high school with its centre at Whitelaw and the adjoining districts are discussing the feasibility of organization at their forthcoming annual meeting."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"Authorizations for the teaching of grades above the eighth were granted in ten ungraded and six graded schools, and was refused in two ungraded schools where it could not be attempted without serious loss to the pupils of the lower grades, either in actual school time or in the time devoted by the teacher to daily preparation. In many cases this work is being done with a fair measure of success at examinations; but pupils secure a 'pass' by a cramming process, do not receive the real 'education' for which it should stand, and are doomed to failure when they attempt the work of Grade X. In the graded schools of two or more rooms, much better work is accomplished; pupils secure a fair portion of time in contact with the more widely trained mind of the teacher, and in many cases are acquiring habits of application and study which are too rarely found in the city and town high schools.

"The best reply to the growing demand for secondary education seems to be the rural high school. One was organized at Spirit River and commenced operation in September. As mentioned above, a similar organization at Beaverlodge is being voted upon early in the year. Similar organizations have been initiated during the year at Sexsmith, Wembley and Bezanson, and are being discussed in two other areas. Very rapid development of these projects cannot be expected, as a number of the districts involved are too new and have not yet surmounted the difficulties attendant upon the operation of their present schools.

"In the towns and villages teachers of high qualifications and ability have been secured, and a high standard of work is being done. A large number of pupils enter these schools after taking Grade IX in an ungraded school, and are handicapped to such an extent that results in Grades X and XI are apt to be discouraging. The school authorities are also faced with a constantly changing population, many of the new settlers coming to town for a few months to secure educational advantages and then departing for distant homesteads."

INSPECTOR H. E. BALFOUR, M.A., Grande Prairie.

"There was no appreciable change in the number of ungraded schools giving instruction in Grade IX work. Authorization for this work was granted only where an experienced teacher was in charge and the number of grades not too heavy. The general contention that such work is detrimental to the lower grades in that the teacher is inclined to concentrate more time on this grade than on others has induced a number of districts to erect an additional room to provide for advanced instruction. Five two-roomed schools and one four-roomed school were

added this year. In these increased efficiency has brought about decided improvement in the grades."

INSPECTOR J. L. GIBAULT, B.A., St. Paul de Metis.

"The increase in the fees imposed by outside districts for high school instruction has resulted in a greater demand for high school work in the home school. Formerly most districts were quite willing that those who had passed the eighth grade should go elsewhere to continue their education, the district paying the fee, but when the fees were raised this attitude changed. If there is a Grade IX in the district, or a Grade X, or it may be both Grades IX and X, the board will almost invariably now make application for permission to have these grades taught in the home school. These applications will come in regardless of the number of public school grades that must be taught. If there are many grades in the public school subjects and high school grades are introduced, there is grave danger of the interests of the former being sacrificed to the latter. Despite all arguments to the contrary, teachers are all too conscious of the fact that they themselves stand or fall with the success or failure of their upper grades. And, in most districts, this is so. Consequently the upper grades receive the major portion of the teacher's time and attention, and the lower grades suffer. From the standpoint of the best interests of the public school grades the imposition of high school work upon the public school teacher is a necessary evil—something which must be tolerated and countenanced until some happier solution is found for the problem."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"The number of ungraded schools doing work above Grade VIII has increased materially during the year. In 40 of them Grade IX is taught. In 2 schools Grade X is taught. This is an increase of eight ungraded schools doing work beyond Grade VIII. I am of the opinion that this increase is due to the fact that city and town high schools have raised the fees for outside pupils, the parents being liable for the amounts above \$30 per year per pupil. In a number of schools in which Grade IX is undertaken the lower grades suffer through lack of attention, and in time the standing of the whole school is lowered. This demand for higher education should be met in some other way than by burdening the teachers of the ordinary public school grades. Speaking generally, the two-roomed school is doing good work. In most cases the teachers selected are suitable for the grades which they are teaching. These schools are serving a useful purpose in providing a certain amount of high school instruction in the rural districts and in making it possible to provide some specialized teaching suitable for the junior grades."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"Instruction in the initial year of the high school course was carried on in thirty-two ungraded schools, that is, in twenty-four per cent. of the rural ungraded schools in operation. The needs for this service is rapidly increasing from year to year. While the service is only fairly effective in results, and only a small proportion of the students enrolled succeed in obtaining complete standing in the six obligatory subjects of Grade IX in a single year, it is still the only practical medium of bringing high school instruction to a large number of students who have been successful in the Grade VIII examination, but who are not in a position to attend a graded centre. The sixteen two-room schools of the inspectorate are giving instruction in Grade IX and X, and in a few instances to pupils who are taking instruction in part of the work of Grade XI. The facilities are invariably extended to the pupils of the adjoining districts, and the service, therefore, benefits more pupils than is represented by the district initiating the advanced instruction. On my inspection of the advanced departments of these schools I have been urging the administration to provide the necessary equipment for instruction in General Science I and Physics I, and over half the districts have now carried out the recommendations to this end. As an instance of the appeal that the two-room school makes to the rural communities,

I wish to mention the rapid development in the Sunny Bank S.D. No. 2771, which in late August unanimously decided to erect a second class-room, opened a temporary room in the local U.F.A. hall until the new structure should be completed, and when I again visited the district in December the enrolment had increased from thirty-nine in the June term to fifty, and the senior department included nine pupils in Grade IX and two in Grade X.

"The Westlock Consolidated S.D. No. 70 has added a second teacher to the high school staff, and Clyde, Athabasca and Morinville each have the principal devoting the full teaching time to high school instruction."

INSPECTOR J. J. LeBLANC, B.A., Westlock.

"Advanced instruction is undertaken in about half of the rural schools of this inspectorate. The work in Grade IX, where the enrolment is low and the grades not too numerous, is generally done with a very fair measure of success. In two cases where the enrolment did not exceed twelve pupils in all grades, successful work was done in Grade X. When the enrolment is over twenty only the best teachers have any chance of success with the higher grades, and even then the public school grades are likely to suffer. Advanced work in the two-room schools of the inspectorate did not appear to meet with any better success than in the ungraded schools. This was probably due to the fact that the teachers in charge of the senior rooms were carrying a heavy load. Advanced work in town and village schools is practically all under the high school inspector's supervision. The one village school made a good showing at the midsummer examinations. The work in the public school grades of these schools is very satisfactory."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"Since 1924 thirty-five two-room schools have been established in this inspectorate. Two have been transferred to the Lamont inspectorate, and three have since become town schools of four rooms each respectively. Twenty-six of the thirty left are rural schools and four are situated in the villages established on the new railway. The work of these schools may be measured by the following: Number of schools giving public school instruction only, 5; number of schools supplying tuition for Grade IX students, 18; number of schools supplying tuition for Grade X students, 7.

"Ninety students are enrolled in the high school rooms in these thirty schools. Thirty-one of them attend the four village centres and the remaining fifty-nine receive their education in the rural schools. Three town schools offer high school facilities to the new Canadian settlers on the new line, and about sixty students have taken advantage of them. Many students from the new Canadian districts are still sent to the larger towns and cities, but the bulk of them receive their training in centres close to their own homes. In all about one hundred and twenty students, all of Ukrainian origin, are being trained in the high schools at these centres. Where five years ago settlers seemed satisfied with the rudiments of public school education in their schools, today they are demanding the best of high school facilities. It is very gratifying to note these results of our endeavors to Canadianize the Central European, and it augurs well for the future."

INSPECTOR OWEN WILLIAMS, B.A., Vegreville.

"Seventeen senior rooms offer instruction in Grade IX, three offer Grade X, and seven offer both Grade IX and Grade X. The work is usually carried forward with a minimum of equipment. In schools having a small number of public school grades in the senior room, the senior work is well done. Yet the junior work is often neglected in order that the class going up to a departmental examination may receive more attention. In the spring term two village schools had one or more public school grades in the same room with Grades IX, X and XI. The work proved very heavy for one teacher, but the examination results were as good as the average. For the fall term, both these rooms are

devoting their entire attention to the work of the grades above the eighth."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"Six high school rooms in Wetaskiwin, two in Ponoka, two in Leduc, one in Millet, one in each of five two-room schools, and high school classes in 47 rural schools furnish high school instruction in this inspectorate. Very satisfactory work is being done in the larger schools, where living conditions are desirable and salaries reasonably good. Few two-room schools are paying attractive salaries and changes of teachers are frequent; this affects the work adversely, and here and in the rural schools the type of work done varies greatly. Considering all rural schools giving high school instruction, I doubt greatly whether, on the whole, much is gained by allowing high school work to be taught in rural schools."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"Application for work above Grade VIII in rural schools is more general and more urgent year by year. The situation is very serious, since many of these rural pupils soliciting Grade VIII work, whose circumstances prevent their attendance at high school centres, are very fine material and give promise for successful attainment in higher education. They should have opportunity to pursue high school work. It is impossible for pupils to satisfactorily secure even limited high school service in rural ungraded schools. There is always the danger of adversely affecting the interests of the pupils in Grade I to VIII. Authorization, therefore, for work above Grade VIII in ungraded schools can only be given when the work of pupils in Grades I to VIII is as securely safeguarded as is possible."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

Grade IX instruction was authorized in 46 rural schools for the December term 1929. Ten rural schools were refused permission to undertake high school work. After investigation it was decided that conditions were not suitable for a reasonably satisfactory type of high school work to be done without seriously handicapping the junior pupils of the school. When consideration is given to the difficulties under which rural high school pupils and teachers work, surprisingly good results are being obtained. Nevertheless I am convinced that this success, in the majority of cases, is obtained at the expense of junior pupils whose claim to instruction should be paramount. The rural high school problem should play a most vital part in bringing about contemplated changes in educational administration."

INSPECTOR W. H. EDWARDS, B.A., Wainwright.

"Each year there is an increasing number of rural, ungraded, or one-teacher schools doing high school work. It now runs about 60%. It is my experience that the first year this is put on in a school it causes friction. There is an agitation against it. Subsequent years it conduct passes off smoothly. The complaint is that the teacher devotes so much time to this high school grade as to rob the primary or lower grades of their due time. From observation as I inspect I think this is true in about 75% of the cases. These high school grades and Grade VIII are going up for departmental examinations, and their success or failure is paraded to such an extent that the teacher's future largely depends on the success of these classes each midsummer. The work of the two-roomed school is creditable. They generally do up to and including Grade X, and often Grade XI if there is local demand. In each of my schools the junior teacher is doing very good work. When a school reaches 35-40 pupils with eight or even seven grades, I think it should have two teachers. There are seven consolidated schools in the inspectorate. A progressive spirit is shown by each board. Two of them increased their staff of teachers this year from 4 to 5."

INSPECTOR P. H. THIBAUDEAU, B.A., Stettler.

"Some 32 rural schools in the Red Deer inspectorate provided instruction in the work of Grade IX and seven in that of Grade X. In some cases where the enrolment in the public school grades was low and the teacher well skilled and enthusiastic, excellent work was done. In others heavy public school enrolment cut down the actual teaching of high school classes in teaching hours to practically nothing, with a resulting low standard of efficiency and progress. In one or two cases the teachers were willing, but not qualified. Between these two extremes were cases of varied success, and this method cannot be regarded as a thorough means of providing high school instruction for rural students."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"Advanced instruction in the one-roomed school constitutes one of the most perplexing problems with which the inspector has to deal. In some schools where the teacher is experienced and capable a reasonably good type of work was done. In a great many instances, however, the schools are outlying ones where usually inexperienced teachers are found and there the younger pupils, through lack of attention, pay for every minute spent on the higher work. In a great many instances I have insisted on the teacher spending some time after the regular school hours on this work in return for the payment to her of the special grant. Where the people are poor, however, and distance to the town schools great, and where boys and girls are anxious to get the extra training in order to better fit themselves for their life work, it is impossible to turn a deaf ear and refuse to authorize the work. Therein lies the problem. I have under my supervision three two-roomed schools: the Harmattan No. 784, the Hainstock No. 310, and the Penhold No. 214. One other district, the Adkins No. 1136, is responsible for a special room devoted to the high school work.

"In the two-roomed schools the senior room takes the work as high as Grade X as well as Grades VII and VIII. These are doing reasonably good work, and they are meeting a real need in solving the educational problems of these and surrounding school districts. The experimental work in science is somewhat meagre, yet I am not sure but that the results compare favorably with those of the schools in the larger centres. A greater percentage of the pupils are more ambitious and the disciplinary problem is not so great."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"I seldom refuse authorization to take work above Grade VIII in ungraded schools, but at the same time it is not intended that teachers sacrifice the interests of the public school pupils for this higher work. The instruction cannot be expected to equal that given in a high school, but where a student has not the opportunity of attending high school, a portion of the year can be very beneficially spent in the home school and without injury to the younger children. About 50% of the schools of this inspectorate are giving instruction in work above Grade VIII."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"Work above that of Grade VIII is being taught this school year in ungraded schools as follows: Grade IX, 13 schools; Grade X, 6 schools, and Grades IX and X, 2 schools. The responsibility of permitting this advanced work rests with the inspector, and while in most cases it is no problem to reach a decision regarding the wisdom of undertaking this work yet, on the other hand, requests are frequently made by trustees for authority to teach work above the eighth grade, when conditions are such as to require the whole of the teacher's time for the work of the public school grades. While some trustee boards are reasonable in this matter, others take an arbitrary stand and are bound to have their way considered in reaching a decision regarding the granting of this authority, regardless of the opinion of the inspector. Several conditions must be met but I would like to be guided by some general regulations, issued by the department, that might form a basis in determining the advisability of undertaking advanced work in ungraded schools. There are thirteen

two-room schools in the inspectorate, eight of which are located in hamlets and five in rural districts. In the Glendale S.D. No. 2216 a second room was added to the building during the fall term and was put in operation at the beginning of the New Year. In all of these schools work up to and including Grade XI is undertaken, and solves the problem for a secondary school education for the young people of these districts."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"Twenty-eight schools applying for permission to teach Grade IX have been visited and four wishing to teach Grade X. Nineteen others have signified their intention to do this work, and are waiting for official approval. This is about twenty-six per cent. of the total number of rooms in this district, and this high percentage would appear to show that advanced instruction is more and more being taken for granted in rural schools. The quality of instruction being given is, on the whole, high. School boards show an increasing tendency, in engaging a teacher for a school of this type, to secure one with a first-class certificate, and they amount of the grant. It is my policy to encourage this higher instructor by placing no obstacles in the path of the board, and by advising the teacher as to methods of carrying on the advanced work without prejudicing the interests of the lower grades. An extra room has been added to the Blind Creek school. This has been offset by the necessity of closing one of the rooms at Frankland school owing to excessive removals from the district. As noted under another heading a two-roomed school is under way at Glen Mede.

"The type of teaching in the town and village schools is uniformly good. The trustees of these schools take pains to get experienced teachers. Living conditions are favorable, and these schools are eagerly sought after by teachers, so that good teachers are always available. The tendency is toward segregating grades above eight in one room, even where the enrolment is small. Without the restriction of other classes the teachers in these rooms are able to give a better type of instruction in advanced work. Only three town or village schools teaching advanced work come under my jurisdiction. These are Black Diamond, Queens-town, and Frankland. The remainder are inspected by the high school inspector."

INSPECTOR D. M. SULLIVAN, M.A., High River.

"About twenty-eight per cent. of my ungraded schools are giving instruction in grades above the eighth. This reveals an increasing number of rural children desiring high school work. This situation is making it much more difficult for the rural schools to secure a good standard of attainment in the elementary grades."

INSPECTOR C. C. BREMNER, M.A., Macleod.

"About seventy-five per cent. of the ungraded schools in this territory are giving instruction to pupils in grades above the eighth. In many instances this instruction is encroaching on the time that the teacher should be giving to the lower grades. Many of these pupils, however, are earnest students, and this is the only opportunity for them to get advanced instruction, as their parents cannot afford to send them away for that purpose. During the year 1929 I found 123 pupils in ungraded schools receiving instruction in grades above the eighth. These pupils were for the most part in Grade IX, as the majority of such schools find it impossible to carry on work beyond that. The number of pupils doing advanced work in these ungraded schools under difficult conditions seems to indicate that a much larger number would be doing this work if facilities were available. Work is being carried on in five two-roomed schools in this inspectorate and all of them are doing a fine type of work. The teachers in every case are well qualified to carry on this work, and this type of school is rendering a valuable service to the communities that they serve. These schools enable small communities to enjoy the privileges of advanced instruction at a comparatively small cost and at the same time the pupils can remain at home with their parents."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"Records of the spring term show that 40% of the ungraded schools carried out advanced instruction. When the attendance is small and the grades not numerous the elementary pupils may not lose materially, but generally it would be better if no grades above the eighth were given instruction in our rural schools. On the other hand the children of the rural districts should not be denied opportunities of secondary education, and until some solution to this perplexing problem is available it seems that we must accept the inevitable where parents cannot afford to send their children to larger centres. Too often the teacher's success or condemnation in a district depends upon the showing of these senior pupils at the departmental examinations. She must, therefore, devote much of her daily programme to instructing these higher grades at the expense of the smaller pupils. Especially is this true during the spring term when the work of the whole school ought to be consolidated preparatory to the June promotions. As there is rarely any equipment in the ungraded school to meet the needs of advanced education, and the teacher frequently inexperienced and none too well equipped academically, the quality of instruction given is not of a high order, and from observation I would hazard the opinion that these students are not well enough equipped academically when after completing their normal training they engage in teaching."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"The number of ungraded schools carrying on high school instruction remains pretty well the same; the schools vary from year to year, depending upon the pupils in attendance. It is very rarely that a school attempts work beyond the second year units, but this year one school is attempting some of the units of the third year. In the work of the first and second year the ungraded schools, as far as examination results are concerned, do as well as the small high school. No doubt this is due to a great extent to the personal interest taken in each pupil in each subject in the ungraded school, to the fact that the pupil lives at home, and also to the fact that the pupil is filled with ambition. There does not seem to be any adverse effect on the work of the lower grades on account of the presence of high school grades."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"In thirty of the one-room schools of the inspectorate instruction was provided in grades above the eighth; 46 Grade IX pupils attended in these schools and 4 Grade X pupils. In very few of the schools which carried on this work was there a very large enrolment in the public school grades; consequently the teachers were able to devote a fair amount of time to these pupils without injustice to the public school pupils. Where the school is a very light one, there is no reason that this work should not be carried on; in many cases where the enrolment is larger the most cogent reason for carrying on this work lies in the fact that otherwise the Grades IX or X pupils would have no opportunity of proceeding beyond Grade VIII."

INSPECTOR H. C. SWEET, B.A., Foremost.

EVIDENCES OF PROGRESS—OUTLOOK FOR 1930.

The following extracts indicate wholesome expansion in the year that has closed, and express confidence in success and progress in school undertakings for the year 1930:

"The older districts are gradually being established on a sound financial basis, so that salaries are increasing and the tenure of teachers strengthened. Many of these districts are now able to replace old log buildings by new modern structures or make material repairs to their present schools. Two rural high schools have been operating for the past year, and a third is likely to be organized; thus the high school needs of rural communities are being fostered. The outlook is bright in the established areas."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"There will be demands for many new school districts, in addition to the eighteen now in process of formation. I expect that an entirely new town will spring up west of Hythe on the railway extension, creating some reorganization and a considerable number of new districts. Approximately eleven townships, it is said, will be thrown open for settlement, between Spirit River and Rolla, northwest of Hythe and south of Wembley across the Wapiti. The completion of the highway from Sturgeon Lake to High Prairie is thickening the settlement between Grande Prairie and the former point, east of the Smoky River.

"While it will be possible to assist these thousands of new settlers to obtain school facilities, delays are unavoidable, and literally hundreds of children of school age are living in territory which is not organized, may not be ready for organization for some years, or in homes so isolated that no district can ever be organized to serve them. To avoid these children having to pay for the opening up of our new areas and growing up as illiterates, our present methods can do nothing. A dormitory school, maintained and operated by the department, open to children until a district can be organized to meet their needs at their homes, seems to be required to meet this urgent situation. Our Federal Government is maintaining Indian children in mission schools for about seven dollars per month. Similar residential schools are maintained by our people in China, India, Africa and elsewhere. I venture to urge, with all respect, that this situation upon our frontiers be given attention.

"Economically, the optimism with which the people of this area are facing the New Year seems justified. The exceptional rainfall of this autumn is said by good authorities to have stored enough moisture in the soil to ensure average crops even if no more should fall.

"Everywhere one finds expression of a liberal attitude toward the improvement of educational facilities."

INSPECTOR H. E. BALFOUR, B.A., Grande Prairie.

"Financial conditions in a large number of rural districts have improved sufficiently to permit longer terms of operation. Better teachers were secured. Two-roomed schools increased to 21. Several of the older schools were remodelled or neatly painted. Extension of railway lines to the east and northeast has promoted a large influx of settlers. There will be much organization to do in these new districts as well as in the older ones where hamlets or villages have sprung up along the railway. There is also the prospect of the erection of a rural high school in one centre."

INSPECTOR J. L. GIBALT, B.A., St. Paul.

"The winning of the wheat championship by one of the farmers of the inspectorate has attracted the attention of others to the agricultural possibilities of a part of the inspectorate that is rather sparsely settled. There are indications that there will be a considerable influx of settlers would strengthen the districts already in existence, and possibly others during the coming year into that part and the surrounding territory. This might have to be organized. There are some districts that are comparatively stationary, and a few that have slipped backward from their position in former years. Not much improvement is looked for in these during 1930. The majority of the districts, however, are moving steadily forward; more land is being cleared, a larger acreage is being cropped, diversified farming is being more extensively practised, the schools and school property are better cared for, the tangible assets are becoming more evident, and the financial structure is becoming more substantial and dependable. All of which augurs well for the future of the schools."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"The increase from year to year of the number of Grade VIII and high school classes in our public schools continues. This year two hundred and twenty-two inspections were made, which included one hundred and twenty-four inspections of Grade VIII classes, sixty-eight of Grade IX classes, fifteen of Grade X classes, and four of Grade XI classes. The presence of these classes in our schools indicates an increasing demand

among the rural people for higher education. This demand is stimulated by the fact that rural people are qualifying for responsible positions for which good education is necessary. On account of the fact that many of our public schools are attempting to teach high school grades at the expense, to some extent, of the lower grades, and that city and town high schools do not wish to take outside pupils, there is likely to be, in the near future, an increasing interest in the rural high school as a solution."

INSPECTOR J. A. FIFE, M.Sc., Edmonton.

"The past year has been outstanding in the field of organization, in two-room school activities, and in lengthened terms of operation. A keen interest in the development of rural school problems is manifest in all parts of the inspectorate, and the co-operation of the people is readily enlisted in all undertakings that tend to efficiency. For the year 1930 the prospects for continued advancement in all fields were never brighter. The increases in cultivated areas, the improved condition of the main highways and the steady influx of population to the sparsely settled districts have brought about a stability and optimism that augurs well for continued advancement in all spheres of educational endeavor."

INSPECTOR J. J. LeBLANC, B.A., Westlock.

"The outlook for 1930 is encouraging. Schools are preparing to operate throughout the year and, although crops have been poor in 1929, the attitude of the trustees in general is that the schools must not suffer."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"The outlook for 1930 is very encouraging. There is a general interest in educational matters manifested by all school officials. Excepting two schools, suitable accommodation has been provided by all districts for the children enrolled. As a supplement to this, some districts have already set the fashion in building and furnishing commodious homes for teachers."

INSPECTOR OWEN WILLIAMS, B.A., Vegreville.

"The following buildings have been built during the year: 1 4-room brick and tile; 1 2-room brick and tile; 2 2-room frame with full basement; 1 1-room frame with full basement; 2 1-room frame; 1 1-room addition to previous building with part basement; 2 1-room addition to previous building; 4 4-room residences; 1 addition to previous residence. Three districts have purchased new school sites and four have made substantial additions to previous sites. One new school district has been organized. Many improvements in equipment have been noted since the preceding year."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"Educational prospects for the year 1930 are very encouraging in this field. Within another month the finest school building in this inspectorate—the new 12-roomed brick school at Ponoka—will be completed. A four-roomed school building in another village is seriously proposed, six new rural districts must provide accommodation for the children within their boundaries, and others have programmes for improved accommodation to complete. The extension of the Lacombe and North-Western railway is attracting a steady stream of settlers into the territory which it serves, and as this population increases modern road-building machinery is being put into action and new roads are opened up and trunk roads graded. While these developments have not always been rapid, they have forged ahead rather quickly in some localities, and only a catastrophe of magnitude can prevent steady growth and improvement in school organization, accommodation and attendance in 1930."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"The establishing of the policy of the Minister of Education to provide rural school practice teaching to normal school teachers-in-training is distinctly progressive. Teachers-in-training in normal schools are

receiving, in my judgment, a better practical training for undertaking rural school work than was offered them a few years ago."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"I wish to make special reference to the Wainwright Musical Festival as the outstanding education event of the year. If education is to be thorough, it must touch essential phases of life; and training in self-expression, self-development, and self-interpretation is a fundamental principle of school activity. The value of such training, particularly to rural pupils, is inestimable, since it can add so much that is wholesome and cultural. During the day (May 23, 1929) more than 500 children competed at the festival, and in the evening a concert was provided by the winning competitors. The Deputy Minister presided over a very large audience, and in the course of his address expressed his appreciation and entire approval in connection with the initiation of this successful venture. I wish to state that the musical festival (which is now a permanent institution) was made possible by the hearty co-operation of the Department of Education Festival Committee."

INSPECTOR W. H. EDWARDS, B.A., Wainwright.

"There is every indication that educational progress will continue to advance in 1930. At present the schools of the inspectorate are staffed with the most efficient teachers they have ever had, and practically all of these will continue at their posts till at least the end of June. That means that the school year, ending June 30, 1930, will be the best in respect to the quality of teaching. The roads are steadily being improved and attendance should remain good. In nearly all cases finances are sound, and boards will be able to provide the best facilities."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"From outward appearance, at least, probably the most noticeable advancement being made is the improvement in school buildings. One by one the old, out-of-date and unsuitable school houses are being scrapped and replaced by those of a more modern and comfortable type. I think, too, that it is safe and fair to infer that this improvement has taken place, and is still taking place, because of a gradually improving sentiment in favor of giving the teachers and children better conditions under which to work. Doubtless, too, the recent discussion of the whole rural school question has been responsible for a quickening in the interest of many school trustees for their own local institution. This is a hopeful sign, for while many of the defects are inherent in the system, yet a vast improvement could be made if all trustees were alive to their duty."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"Six new modern schools comprising eighteen departments were erected. A much increased interest has been shown in the enlarging and improving of school grounds in the case of graded schools, but not so with rural schools. School equipment has been much improved. The attendance has been the best that I have yet experienced. Backward schools are showing much greater spirit and ambition. The desire of pupils to attend school after completing the Grade VIII is increasing, and parents are taking a greater interest in the educating of their children."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"In the Calgary rural inspectorate there are several old-established districts in which the schools have been in use for twenty or thirty years and are in a poor state of repair. In one of these during 1929 a new modern type of school was built, and I have been advised that in some of the others the question of building is to be discussed at the approaching annual meetings. I am very pleased to be able to report favorably on the steady growth and progress that have been made in the schools of this inspectorate during the year 1929, and at the present time the outlook for 1930 is bright for the continuance of this forward movement."

INSPECTOR J. A. MACGREGOR, B.A., Calgary.

"Teachers are receiving better preparatory training and are doing better work. They seldom leave their schools in the middle of a term, and quite frequently remain for two or more years in a school, with many consequent advantages to both pupils and teachers. The practice of sending normal students to rural schools for one week for observation and practice is a good one, and I meet with little trouble in making the necessary arrangements, except that I cannot visit my rural schools frequently enough to assure the fullest possible advantage of the plan in each case. The inspector should find it practicable to visit twice during the preceding year any schools to which he recommends teachers-in-training. There has been an adequate supply of teachers during the year. The school boards find it easy to collect sufficient funds to meet all requirements. There is every possible reason to look forward hopefully to the success of school work during the coming year."

INSPECTOR J. MORGAN, B.A., Lethbridge.

"One of the outstanding features of progress during the year was the organization of a rural high school district at Bow Slope. Three purely local districts adjoining each other, having the requisite number of students needed by the Act, upon taking a vote, were very largely in favor of organizing. The school opened in September in temporary quarters, and gives promise of providing high school training to pupils somewhat remote from a town high school centre. Two other centres, Duchess and Patricia, have the matter now under consideration. Another feature worthy of mention is the inclination in a well-to-do district, when it becomes necessary to erect a new school, to put up a commodious, modern building with full basement, furnace and inside caustic or chemical toilets. There are now eight of these buildings thus equipped scattered over the inspectorate, and the report as to their usefulness is uniformly favorable."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"The most outstanding evidence of educational progress and advancement in this inspectorate lies in the widespread interest the ratepayers are taking in matters pertaining to education and educational reform. Few community meetings are called where educational enquiry or discussion is not a major topic. The desire for a better type of school building in evidence the past year, the greater demand for secondary education, the longer operation of schools throughout the school year, make it evident that the citizens of the Oyen inspectorate are not lacking in spirit towards educational progress and advancement. The outlook for the coming year in this district must of necessity be viewed from an economic aspect. Economic condition are not so serious as to interfere with an almost normal operation throughout the spring term of 1930. There is no halting in proposed building operations. If the 1930 crop season proves favorable, continued educational progress and advancement is assured."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"Credit must be given the teachers in the rural schools for the great progress made in the use of English. It is rare nowadays, in visiting schools, to find one in which every child, with the exception of some beginners, cannot answer orally in quite good English. The children, too, reflect in their dress and appearance that progress has been made in some of the social graces which are so important in practical education."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"The schools of this territory enter the year 1930 with good prospect of maintaining the standard of the previous year. With a good year from the agricultural standpoint progress will undoubtedly continue along the lines outlined in this report; with even a fair economic year, conditions are such that education will continue as satisfactorily as at any time in the past."

INSPECTOR H. C. SWEET, B.A., Foremost.

It is a satisfaction to report progress in the work of school inspection for the year 1929.

REPORT OF THE CHIEF ATTENDANCE OFFICER

(D. C. McEachern)

ATTENDANCE

During the year 1929 the attendance branch of the department dealt with the enforcement of The School Attendance Act and the operation of schools throughout the Province.

The number of preliminary letters sent to parents during the year was 2,927. In 2,104 cases children returned to school following these letters. In 91 cases children had removed from the district. In 71 cases sickness was the cause of absence, while in 16 cases the children were either over age or under age. In 6 cases the schools were closed, thus making it impossible for the children to return. In 2 cases the children were exempted for work; 248 cases required further attention, and in 389 cases reports were not received from the teachers following letters before the close of the year.

The number of "Warning Notices" issued during the year was 1,371. In 975 cases the children returned to school within the time limit specified. In 38 cases the children had removed from the district. In 25 cases the children were sick and unable to return within the time limit. In 23 cases the children were either over or under the compulsory school attendance age, and in 4 cases certificates of exemption had been granted for work at home. One hundred and one cases are still under observation, and in 205 cases reports had not been received.

There were 105 cases referred to the school inspectors for investigation and prosecution. After investigation 55 prosecutions were instituted, resulting in 50 convictions and 5 dismissals. The inspectors' reports following their investigations showed that in 83 cases the children were back at school. Sickness caused the absence of children in 9 cases, poverty in 13 cases and unsuitable roads in 8 cases. Eleven children had removed from the district in which they had been enrolled. In 17 cases the children were by the time of investigation over age; 3 had been exempted for work at home. Three cases had been referred to the Superintendent of the Neglected and Delinquent Children's Branch. In 7 cases legal action was pending, while the reports indicated that further attention would be required in 51 cases, and in 145 cases up to the present inspectors' final reports have not been received.

In the city and town schools The Attendance Act was enforced by local attendance officers. The reports received from these officials indicate that during the year there were 534 final warning notices issued by the attendance officers, resulting in 74 prosecutions and 73 convictions. The total number of work certificates granted in towns and cities during the year is shown by the reports to have been 61.

From the inspectors' reports on attendance several indicate the percentage of attendance was in most cases above 85, while one reports that it is not unusual for schools to have an attendance of 90% or higher.

The average monthly percentage of attendance for the year ended June 30th, 1929, was 87.28. The average monthly percentage of attendance in town schools during the year for the months actually operated was 90, while in the preceding year it was 91.2, while town, village and rural schools show that of the pupils enrolled, 57.3% attended over 160 days, an increase of 2.1% over the previous year.

The average monthly percentage of attendance throughout the year in all schools of the Province was 87.28, compared with 87.36 for the preceding year, the falling off apparently taking place during the month of January, 1929.

The number of pupils enrolled in all grades during the year ended June 30th, 1929, was 164,850, while for the preceding year it was 159,086, an increase of 5,764, the increase being principally in the secondary grades. In 1928 the percentages are shown to have been 88.56 in the elementary grades and 11.44 in the secondary grades, while for 1929 the percentage in the elementary grades is given as 88.22 and in the secondary grades 11.78.

OPERATION.

In practically all school districts having children of school age and school buildings to accommodate them, provision was made for the education of such children either by operation of a school in the district or under joint agreement providing for their education in one or more adjoining schools. Agreements for joint operation were made and approved to provide for the education of the children of 150 school districts.

In 28 school districts there were no children to be provided for and no liabilities to be met. Consequently those districts have been during the year under The Educational Tax Act, the lands being liable for taxation to assist in general education throughout the Province. In 45 school districts there were no children of school age to be provided for, but because of liabilities these districts have not been placed under The Educational Tax Act. In each of 11 districts there was only one child of school age, in each of 4 districts there were only 2 children, in 4 districts each 3 children, and in 3 districts each 4 children of school age. In these 22 districts regular provision was not made for operating schools or for joint operation. In some cases the children attended other schools and in others the parents received assistance through the correspondence course provided by the department.

In addition to the above there were 60 school districts in which there were no school buildings to provide for the housing of the children. Fifty of these were districts which were erected as districts in 1929. The total number of school districts erected in 1929 was 72, 22 of which erected buildings and operated schools before the end of the year.

REPORT OF THE SCHOOL-BOOK BRANCH

(W. H. NOBLE, *Manager*)

Approximately 300,000 books were added to our stock during the year. These represented an outlay of something over \$150,000. About 93% of our text-books are purchased in Canada. This percentage is going up from year to year, so that it is probable that within a very few years Canadian publishers will produce all regularly authorized texts. We still carry a considerable number of titles suitable for supplementary reading, which have to be purchased abroad.

The following summary shows the grades for which these books are required.

ELEMENTARY SCHOOLS

Grade.	Volumes.	Value.
IV	33,088	\$13,109.65
V	24,625	15,692.90
VI	10,504	14,705.60
VII and VIII	44,940	28,474.20
Supplementary Readers	40,784	12,977.25

SECONDARY SCHOOLS

Grade.	Volumes.	Value.
IX	55,044	\$37,825.80
X	27,320	18,380.45
XI	23,102	13,475.65
XII	11,509	11,555.60
Dictionaries, English and French	7,523	3,566.15

The general list of the school-book branch, including professional books, supplementary readers, books of reference and titles suitable for school libraries, is made up on advice from experts of the Department of Education. In the case of text-books it is customary to have a selling price agreed upon at the time the work is authorized. In the case of standard works such as English literature, it is our practice to invite the publishers to submit samples and prices. These are examined by persons familiar with the needs of pupils, and the requirements of a good class-room text. The selections of this committee become the authorized edition, and stocks are ordered accordingly. Practically all orders are placed during January and February. This gives time for manufacture and delivery before the summer demand begins.

Our business is carried on with more than three hundred dealers scattered through the Province. From year to year the number of districts purchasing direct from us and themselves distributing direct to the pupils continues to increase. This, of course, means a considerable further saving to the pupil. Probably one thousand districts have dealt directly with us for some portion of the school book needs during the past year.

School library grants were paid to 347 districts. The value of the books thus distributed amounted to \$6,194.86. Our mail order business from individual teachers and students amounted to practically the same total, viz., \$6,257.73.

The total amount of business for the year amounted to \$174,292.29, which represents an increase of more than \$1,500 over the total of the fifteen-month period immediately preceding.

DEPARTMENT OF EDUCATION

DISTRIBUTION OF CANADIAN READERS

Books I to V of the Canadian Reader series are furnished free of charge by the Department of Education. This branch attends to the matter of distribution. The following shows the numbers of each title thus distributed: Book I, 23,640; Book II, 19,023; Book III, 17,791; Book IV, 16,430; Book V, 16,647.

DEBENTURE BRANCH

(A. SCOFFIELD, *Manager*)

DEBENTURES AUTHORIZED, REGISTERED AND SOLD DURING 1929

Authorized by the Board of Public Utility Commissioners, 169 issues.....	\$1,394,900.00
Registered by the Department of Education—157 issues	\$1,086,450.00
Registered in 1928, but delivery taken by purchasers in 1929.....	31,500.00
	<u>\$1,117,950.00</u>
Registered in 1929, but proceeds not available until 1930.	37,000.00
Total amount of debentures taken delivery of by the purchasers during 1929.	<u>\$1,080,950.00</u>

BOND SALES

Sold through the Debenture Branch:

7 Town and City issues	\$ 127,000.00
9 Village issues	106,000.00
33 V. A. P. issues	172,650.00
4 Consolidated issues	47,100.00
97 Rural issues	269,850.00
150 Issues	<u>\$ 722,600.00</u>

Sold direct by School Districts:

4 Town and City issues	395,350.00
154 Issues	<u>\$1,117,950.00</u>
Less Debentures registered in 1929, but proceeds not available until 1930	37,000.00
	<u>\$1,080,950.00</u>

AVERAGE RATE AT WHICH DEBENTURES SOLD

City Issues	5.48%
Town Issues	6.00%
Village Issues	6.28%
Rural Issues	6.44%
All Issues	<u>6.25%</u>

In addition to the regular debentures, one refunding issue was registered in the amount of \$42,263.58.

REPORT OF BUILDING BRANCH

CONTRACTS FOR RURAL, VILLAGE AND TOWN SCHOOL BUILDINGS APPROVED
BY BUILDINGS BRANCH DURING 1929

STANDARD DEPARTMENTAL PLANS

ONE-ROOM SCHOOLS

Plan No.	No. of Pupils.	Description.	No. of Bldgs.	Total Cost	Average Cost
A-1	23	Frame, non-basement	5	\$ 8,862.00	\$ 1,772.40
A-3	24	Frame, non-basement	1	1,590.00	1,590.00
A-4	23	Frame, non-basement	1	1,625.00	1,625.00
A-5	24	Frame, full basement	2	5,367.00	2,683.50
A-6	24	Frame, non-basement	1	1,120.00	1,120.00
A 10	24	Frame, non-basement	3	5,647.00	1,882.33
A 14	24	Frame, non-basement	1	1,039.00	1,039.00
A-16	24	Frame, non-basement	2	2,450.00	1,225.00
E-1	29	Frame, non-basement	4	6,810.00	1,702.50
E-3	29	Frame, non-basement	3	6,382.00	2,127.33
E-4	30	Frame, full basement	3	8,959.00	2,986.33
E 8	29	Frame, full basement	1	2,991.00	2,991.00
C-1	40	Frame, non-basement	4	9,120.00	2,280.00
C 2	40	Frame, full basement	1	3,250.00	3,250.00
C-3	40	Frame, non-basement	3	8,134.00	2,711.33
C-4	40	Frame, full basement	3	8,540.00	2,846.66
C 6	40	Frame, full basement	1	3,600.00	3,600.00
C-9	40	Frame, non-basement	6	12,260.00	2,043.33
D-1	40	Frame, non-basement	2	4,200.00	2,100.00

TWO-ROOM SCHOOLS

E 2	40	Frame, non-basement	1	\$ 4,420.00	\$ 4,420.00
E-5	80	Frame, part basement	1	4,875.00	4,875.00
E-6	80	Frame, part basement	4	24,275.00	6,068.75
E-7	80	Frame, full basement	2	9,330.00	4,665.00
E-9	80	Frame, full basement	1	4,420.00	4,420.00

SPECIAL PLANS

One-room Schools	39	\$ 98,129.00	\$ 2,516.12
Two room Schools	12	80,410.00	6,700.83
Large Schools (4 or more rooms)	15	457,542.00	30,502.80
Temporary Schools (one room)	1	697.00	697.00

ADDITIONS AND ALTERATIONS

One-room Additions	21	\$45,004.00	\$ 2,143.04
Two-room Additions	1	6,300.00	6,300.00

REPAIRS AND IMPROVEMENTS

Repairs to buildings, improvements to property, etc.	8	\$ 5,375.00	\$ 671.75
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TEACHERS' RESIDENCES

Departmental Plans	4	\$ 3,966.00	\$ 991.50
Specials Plans	1	1,000.00	1,000.00

BUILDINGS DESTROYED BY FIRE

School buildings destroyed by fire during the year	8		
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SUMMARY

Destroyed by fire	8	
Schools built gratis by community effort	6	
One-room schools	86	\$200,075.00
Two-room schools	21	127,730.00
Large schools	15	457,542.00
Additions	22	51,304.00
Residences	5	4,966.00
Repairs	8	5,375.00
Grand Total of Contracts	157	\$846,992.00

AVERAGE COST OF BUILDING

25 to 35 pupil one-room school, non-basement	\$ 2,326.00—	\$ 77.55 per pupil
80 pupil two-room school with basement	6,082.38—	76.03 per pupil
Large schools, in brick, etc.	30,502.80—	169.46 per pupil

TECHNICAL EDUCATION

(W. G. CARPENTER, *Director*)

The year 1929 has been one of much interest in technical education in Alberta. The economic outlook was a material improvement over that of previous years. There were good crops in 1928. Business was brisk. The building trades were active. There was a more apparent willingness on the part of school boards to give consideration to new building programmes and to review the educational needs of their constituencies, with a view to making such changes in programmes and providing such buildings and equipment as would be required. This change in outlook was particularly noticeable in Calgary, where a new Technical High School, operating under a new curriculum, was erected and opened for instructional purposes in September. Lethbridge opened the question of providing technical education. Medicine Hat expanded its night school programme under the demand of a constituency for instruction in practical subjects. In the Crow's Nest Pass consideration has been given to the provision of a programme of studies modified as to the outlook to professional careers. Some of the smaller centres, such as Stettler, have developed an interest that would lead to the providing of a programme of studies more related to the life the majority of the students in the district will live. The centralized high school would offer an excellent opportunity for satisfying a demand that exists among smaller communities for an education that will more intensely teach and enrich rural life. This is a particularly interesting problem.

The Institute of Technology has the largest enrolment in its history. All the departments, with the exception of the art, steam engineering and drafting, were practically filled to capacity. Approximately a hundred applicants for day electricity were disappointed in not gaining admittance. The new motor mechanics department was filled to its limit, and students were disappointed in not getting admittance. In the tractor department the congestion was serious, there being an enrolment that was beyond the capacity of the shops to properly handle, and this notwithstanding the excellent new accommodation that was provided for the opening in October, 1928. Without this new wing for the tractor department it would have been impossible to meet the heavy demand made for instruction in tractor operation and maintenance. The steam engineering department was low in attendance. This is one of the best courses in the institute, but the public interest does not seem very keen. It is very difficult for steam engineering students to get a start in the vocation. The development of the drilling programmes of the oil companies is having a stimulating influence, and this end of the work may improve. The railway station agents' accommodation was well taken up. Quite a large number of young men laid off the railroad during the slack winter months come in to the institute to study and to further prepare themselves for more efficient service. The dressmaking and millinery course had a good attendance. In art there was a falling off of enrolment to such an

extent that serious attention was required to determine whether the department should be continued.

The night classes were the strongest in the history of the institute. An elaborate programme was offered, which succeeded in attracting a large attendance. The ground course for members of the Calgary Aero Club was a new offering, which gave theoretical instruction to 76 persons. The Canadian Credit Men's Institute continued on the programme instituted the previous year, with but fair success. The offering in this course was that organized for standing to be recognized by the Canadian Credit Men's Association throughout Canada. It was elaborate and comprehensive and had necessarily to be treated in a running manner. The results were not very satisfactory. The fees financed the instruction in the evening classes without drawing upon provincial funds. This of course was made possible because of the aid from the Federal Government under The Technical Education Act. Nine hundred and sixteen persons were enrolled and received service; \$4,752.50 were collected in fees; \$5,550.00 was paid instructors for service for evening instruction.

The correspondence department reports a falling off of 44 in the enrolment for the year. This was largely in the steam department.

There was no summer session during 1929.

The following table gives the details of the enrolment for the school year, 1928-29:

Course.	Day.	Evening.	Correspondence.	Total.
Armature Winding	...	19	....	19
Automotive Electricity	28	36	....	64
Car Owners	...	33	....	33
Drafting	28	98	....	126
Dressmaking and Millinery	38	20	...	58
Electrical Engineering	114	30	....	144
Farm Mechanics	47	..	....	47
Geology and Prospecting	...	21	....	21
Machine Shop	5	46	....	51
Mathematics (Mining)	..	19	18	37
Mining	3	..	79	82
Motor Mechanics	114	119	...	233
Steam Engineering	18	19	149	186
Telegraphy	40	53	....	93
Tractor Engineering	352	14	....	366
Industrial Art	14	28	...	42
Oil Chemistry	..	9	....	9
Show Card and Posters	...	20	..	20
Welding	3	41	....	44
Plumbing and Heating	...	31	...	31
Woodwork	...	28	....	28
Radio	...	24	....	24
Credit Men's Institute	..	70	....	70
Summer School	57	..	....	57
Forging	...	16	....	16
Teacher Training	...	29	....	29
Ground Course in Aviation	...	76	....	76
English for Non-English	..	17	....	17
Totals.....	861	916	246	2,023

A teacher-training course was conducted during the year. Enrolment was largely confined to members of the staff of the institute. Much interest was manifested in the work, and a new field was opened to some. Twenty-six teachers attended the course, which consisted of 82 hours' instruction, with a total students' hour attendance of 1925 out of a possible 2132, or 90.5 per cent. This was particularly good.

During the year a placement committee was organized among the heads of the shop departments, with Mr. A. W. Baxter as secretary. The purpose of this committee is to keep in touch with employment possibilities of the constituency and to place students in employment. Mr. Baxter has been energetic in the pursuit of his duties, and many young men have been placed in positions in which they might have had difficulty in getting a hearing. The co-operation of the Alberta employer is much appreciated, and some complimentary remarks have been made concerning the services of several of the students.

The enrolment record since 1924-25, inclusive, is as follows:

Year.	Day.	Summer	Evening.	Mail.	Total.
1924-25	393	..	198	238	829
1925-26	418	..	316	154	888
1926-27	538	51	523	212	1,273
1927-28	699	51	756	290	1,745
1928-29	861	...	916	246	2,023
1929-30	633	..	591	207	1,431

(6 months only)

The student hour record for day classes is:

1924-25	185,658	student hours
1925-26	213,678	" "
1926-27	247,615	" "
1927-28	288,885	" "
1928-29	318,581	" "

There is a slight falling off in attendance for the term 1929-30 for the first time since the organization of the institute. There are several contributing factors. The fees have been doubled over those of the previous year. The poor crop conditions north of Calgary prevented a number of students from coming in who had so planned. The erection of a new technical high school in Calgary diverted a number of students who would normally have come to the institute. Notwithstanding these causes, the day enrolment is down only 41, it being 653, as compared with 694 at the corresponding date last year. There has been much more falling away in the evening classes, there being 325 lower than for the corresponding period. It has been the policy of the institute to release as much evening class work as the Calgary technical high school could assume. The numbers in the Credit Men's course and the class for the Aero Club have had the largest shrinkage. The raising of the fee for night classes has resulted in the enrolment of a better class of student, and a finer piece of work is being done as a result. The enrolment in the correspondence department is practically the same as it was at the corresponding date last year. When the elimination of the summer school figures are taken into account with the shrinkage in the evening classes, the major functions of the institute will show very little falling away. This is quite remarkable when everything is taken into consideration.

Of 633 students on the rolls of the institute at January 15th, 1930, 545, or 71.7 per cent., give home addresses outside of Calgary. Many of those giving Calgary as their home address have no other permanent home in Canada, but they really come from outside the city. These would raise the percentage of non-residents considerably. The average age of the students is 21 years, 2 months. The average school attainment is 8.8 years at school. There are 596

men on the lists and 57 women, as at January 15th, 1930. The day staff consists of 36 members, 13 of whom are on yearly contracts, the remaining 23 being engaged for the periods of actual teaching service. There were 21 instructors for as many classes carried in the evening.

Owing to the failure to have The Federal Technical Education Act renewed, the Province has drawn its last financial aid from Ottawa under the Act. Owing to this falling in revenue, the fees of the institute were raised during the year, becoming effective in October. The tuition fee for the day and evening classes has been doubled, and the fees for correspondence courses have also been increased. Notwithstanding these increases, there has been little noticeable effect in attendance with the exception of the evening class enrolment.

With the steadily increasing demand for instruction in motor mechanics and because of the relation of the department to aviation, concerning which there is much interest, it is quite necessary to have additional accommodation in building space. The building trades are pressing, and little of value can be done for them without more room. There is also a necessity for some additional lunch room accommodation for students which should receive attention. It is strongly recommended that, if at all possible, this room be provided in the current year.

The most interesting event of the year in the Province was the erection and opening of the new technical high school in Calgary. Classes opened in September with an enrolment of approximately 150 students. The new building is erected as a wing to a larger structure to be built in the future. The building is not ornate, but is well designed to do the special service required of it. The shops are of the one-storey factory design, with corrugated iron moveable partition. Four shops are provided, for wood, electricity, motor cars and metal, respectively. The girls' department is accommodated in the main building, with splendidly equipped sewing rooms and cooking kitchens. A small laundry adjoins the kitchen. There is a room for industrial art. In addition to the science laboratories, the remaining accommodation is of the standard class-room type.

A special curriculum for technical schools was drafted during the year. Credits will be granted students in technical schools on attainment similar to that in the regular academics. General science and general mathematics are interesting groupings for teaching purposes. Liberal options are provided in shopwork.

This school is an interesting educational experiment that will be followed with much interest.

There is an increasing interest in technical education which will create a demand for trained teachers. It is my judgment that the department should give early consideration to a programme for training teachers. This function could be easily worked out in the technical institute. It might be worth while considering a co-operative scheme with Saskatchewan.

GENERAL STATISTICS

(I. V. HALL, *Statistician*)

The following statistics have been compiled from information furnished by teachers, secretaries of school districts, and official auditors:

In 5,345 rooms or departments of 3,242 school districts the enrolment was 164,850 in the year 1929. Of this enrolment 55,860 were in 69 city and town districts, 5,825 in 15 separate school districts, and 39,401 were in the rooms of other graded schools, as compared with 53,927 pupils in city and town districts, 5,577 in separate schools and 34,883 in other graded schools in 1928. The total rooms in 419 graded schools was 2,522. There were 6,924 pupils in 198 rooms in 64 consolidations, and 13,901 pupils in 403 rooms of 192 rural graded schools. The number of pupils in attendance in the rural graded schools continues to increase. There were 63,764 pupils in 2,823 one-room schools.

The average monthly percentage of attendance was 87.28 of the monthly enrolment.

During the year 93.3% of the schools operated over 160 days and the average number of days schools were in operation was 187.93 days. The increase in the enrolment in the upper grades as compared with the lower grades since 1912 (the year in which the 12 grade system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Grade I	Grades IX to XII	Grades VII to XII
1912.....	32.24	3.92	14.65
1913.....	32.08	4.09	14.50
1914.....	29.86	4.44	15.51
1915.....	25.54	5.38	17.19
1916.....	25.14	5.81	18.06
1917.....	24.87	5.62	18.45
1918.....	25.41	6.22	19.42
1919.....	26.05	6.52	20.39
1920.....	24.93	6.74	21.31
Jan.-June 1921.....	25.24	6.04	18.94
1921-1922.....	22.81	7.53	21.26
1922-1923.....	20.87	8.29	22.73
1923-1924.....	19.51	9.13	23.39
1924-1925.....	18.23	9.95	24.23
1925-1926.....	17.68	9.60	24.82
1926-1927.....	17.74	10.68	25.94
1927-1928.....	17.57	11.44	26.90
1928-1929.....	16.97	11.78	27.60

The percentage of pupils enrolled in Grade I in the year 1929 again shows a decrease from the previous year, and is much lower than in previous years, while the percentage of pupils from Grades VII to XII continues to increase. The percentage of enrolment of secondary grade pupils compares very favorably with that of the other Provinces of Canada.

The distribution of pupils by grades leaving school at the age of 15 years since 1919, by percentage, was as follows:

	Grades											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1919..	2.20	2.30	2.20	4.80	7.70	12.90	29.10	26.60	8.40	3.10	2.00	.40
1920..	.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-June 1921..	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	.24	.....
1921-1922..	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923..	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924..	.54	.90	2.46	3.36	5.47	9.06	20.94	32.87	14.48	7.86	2.47	.07
1924-1925..	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926..	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927..	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928..	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929..	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
Avr. for 11 yrs.	.72	.90	2.09	3.87	7.20	11.86	20.27	31.62	12.80	6.29	2.07	.40

There continues to be a decrease in the percentage of pupils leaving school in the lower grades at the age of 15 years.

The average number of days of operation in ungraded schools was 185.35 and in graded schools was 198.29. In the ungraded schools pupils attended an average of 130.69 days and in graded schools 153.32 days.

The cost of education will be found in Tables 29 and 30.

TABLE 1.
CLASSIFICATION OF PUPILS.

Grades	No. of Pupils June 30, 1928	Per cent. of enrolment	No. of Pupils June 30, 1929	Per cent. of enrolment
I	27,954	17.57	27,973	16.97
II	18,505	11.63	19,431	11.79
III	18,687	11.75	19,741	11.98
IV	18,201	11.44	18,706	11.35
V	17,339	10.90	17,571	10.66
VI	15,606	9.81	15,928	9.66
VII	12,802	8.05	13,165	7.98
VIII	11,774	7.41	12,902	7.83
IX	8,432	5.29	8,362	5.07
X	5,087	3.20	5,987	3.63
XI	3,455	2.17	3,696	2.24
XII	1,244	.78	1,388	.84
Totals	159,086	100.00	164,850	100.00
Elementary Grades	140,868	88.56	145,417	88.22
Secondary Grades	18,218	11.44	19,433	11.78

Percentage of enrolment in secondary grades was 11.44 in 1928 and 11.78 in 1929. Private school pupils are included in this table.

TABLE 2.

COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN GRADED AND UNGRADED SCHOOLS

	Graded Schools	Ungraded Schools
Number of Pupils enrolled	101,086	63,764
Aggregate days' attendance of Pupils.....	15,499,472	8,323,346.5
Daily average attendance of Pupils.....	79,423.39	44,056.54
Percentage of attendance of total enrolment	78.57	69.09
Average number of days attended per Pupil..	153.32	130.69
Average length of school year	198.29	185.35
CLASSIFICATION: Grade I.....	14,750	13,223
II	11,415	8,016
III	11,277	8,464
IV	10,623	8,083
V	10,149	7,422
VI	9,506	6,422
VII	8,035	5,130
VIII	7,784	5,118
IX	6,791	1,571
X	5,701	286
XI	3,668	28
XII	1,387	1
Total Attendance.....	101,086	63,764

The percentage of attendance of total enrolment shows a decrease in graded schools and an increase in ungraded schools. Ungraded schools are one room schools and are for the most part rural. The average length of school year has increased this year.

TABLE 3.

AVERAGE AGE OF PUPILS

Grade I	7.1
Grade II	8.2
Grade III	9.6
Grade IV	10.4
Grade V	11.4
Grade VI	12.6
Grade VII	13.4
Grade VIII	14.4
Grade IX	15.5
Grade X	16.6
Grade XI	17.5
Grade XII	18.7

TABLE 4.

Age	Total No. of Pupils	Percentage of enrolment
5 years and under	446	.27
6 years	8,975	5.44
7 years	16,986	10.31
8 years	17,911	10.86
9 years	17,784	10.79
10 years	16,668	10.11
11 years	15,888	9.64
12 years	16,122	9.78
13 years	15,879	9.63
14 years	14,780	8.96
15 years	11,379	6.90
16 years	6,213	3.77
17 years	3,339	2.03
18 years	1,627	.99
19 years	530	.32
20 years	195	.12
21 years and over	128	.08
Total.....	164,850	100.00

The compulsory age limit in Alberta is 15 years, but 7.31 per cent. of enrolled pupils were over 15 years of age.

TABLE 5.
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1929
(July 1st, 1928, to June 30th, 1929)

	5 yrs and under	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
		yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	
Grade I.	224 222	4461 4303	5284 5631	2490 2216	837 778	272 270	110 99	50 47	29 27	23	10	5	1	1	2		2	14341 13632
Grade II.	94	2512	3839	1971	814	298	152	90	44	20	9	6	2	2				9854
Grade III.	116	2543	3791	1957	688	244	134	59	26	26	9	4	2	3	1			9577
Grade IV.	1	229	2430	3533	1980	899	446	246	108	108	58	10	2	2	1		1	9942
Grade V.		9	225	2624	3647	1798	775	410	173	88	40	14	3	1				9799
Grade VI.		13	260	2364	3094	1694	971	450	287	197	113	15	6	2				9545
Grade VII.			18	279	2097	2799	1792	937	429	177	242	53	9	2	2		1	9161
Grade VIII.									560	242	177	42	9	2		3		8856
Grade IX.									1130	492	82	18	2					8715
Grade X.									1475	768	194	13	5					7997
Grade XI.									1475	768	194	13	5					7997
Grade XII.									1475	768	194	13	5					7997
Totals by Sex	224 222	4555 4420	8574 8412	9002 8909	8741 9043	8408 8260	7989 7899	8007 8115	8112 7767	7558 7232	5386 5293	2632 3581	1301 2038	595 1032	200 330	82 113	57 71	81423 83437
Grand Totals	446	8975	16986	17911	17784	16668	15883	16122	15879	14780	11879	6212	3399	1627	530	195	128	164850
Beginning Grade I. this year...	224 222	4377 4232	4884 4928	1848 1607	552 521	178 196	62 57	36 31	18 17	19 14	8	5	1	1	2		2	12217 11842
Repeating Grade I. from previous year	84 71	940 703	642 609	255 257	94 74	48 42	14 16	11 10	4 6		2							2154 1790

TABLE 5 (a).
GRAPH 1.
DISTRIBUTION OF PUPILS

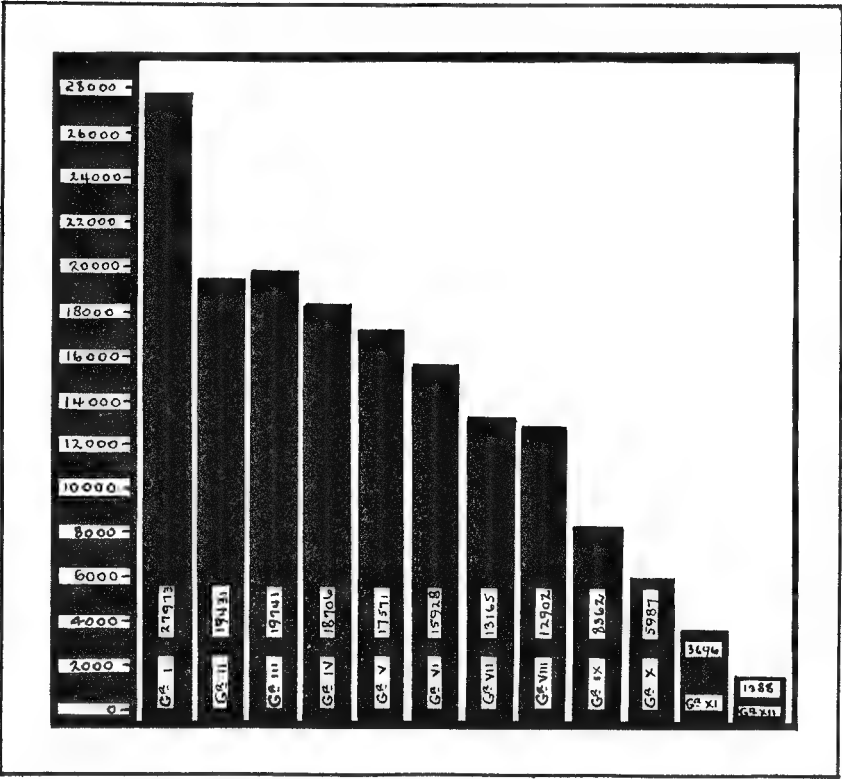


TABLE 6.

TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE UNDER AGE, NORMAL, AND OVER AGE.

Grades	Number in each Grade			Total in each Grade	Per cent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
I	446	20,219	7,308	29,973	1.59	72.37	26.04
II	210	12,685	6,536	19,431	1.08	65.28	33.64
III	455	12,234	7,052	19,741	2.30	61.97	35.73
IV	517	10,782	7,407	18,706	2.76	57.64	41.60
V	511	9,746	7,314	17,571	2.91	55.46	41.63
VI	566	8,616	6,746	15,928	3.55	54.09	42.36
VII	562	7,710	4,893	13,165	4.27	58.56	37.17
VIII	791	7,661	4,450	12,902	6.13	59.38	34.49
IX	990	5,226	2,146	8,362	11.83	62.49	25.68
X	967	3,520	1,500	5,987	16.17	58.81	26.02
XI	785	2,073	838	3,696	21.24	56.08	22.68
XII	227	873	288	1,388	16.35	62.89	20.76
Totals.....	7,027	101,345	56,478	164,850	4.26	61.48	34.26

This is a recapitulation of Table 6. There is a slight decrease in the percentage of pupils over age and behind in their grades as compared with the previous year. Pupils lose a great number of days even when schools are in operation as is shown in Table 22.

TABLE 7.

The following is the number of Pupils leaving school at the age of 15 years:

Grade I	3
Grade II	5
Grade III	17
Grade IV	37
Grade V	174
Grade VI	266
Grade VII	656
Grade VIII	973
Grade IX	549
Grade X	303
Grade XI	47
Grade XII	2
Total	3,032

This shows a slight decrease as compared with the previous year.

TABLE 8.

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I	.002
Grade II	.003
Grade III	.013
Grade IV	.022
Grade V	.11
Grade VI	.17
Grade VII	.39
Grade VIII	.59
Grade IX	.33
Grade X	.18
Grade XI	.028
Grade XII	.001
Total.....	1.839

DEPARTMENT OF EDUCATION

TABLE 9.

The following is the percentage of the total leaving school at the age of 15 years:

Grade I	.09
Grade II	.17
Grade III	.56
Grade IV	1.22
Grade V	5.74
Grade VI	8.78
Grade VII	21.64
Grade VIII	32.09
Grade IX	18.11
Grade X	9.99
Grade XI	1.55
Grade XII	.06
Total.....	100.00

TABLE 10.

The following is the percentage of each grade leaving school at the age of 15 years:

Grade I	.01
Grade II	.02
Grade III	.09
Grade IV	.19
Grade V	.99
Grade VI	1.67
Grade VII	4.98
Grade VIII	7.51
Grade IX	6.56
Grade X	5.06
Grade XI	1.27
Grade XII	.14

TABLE 11.

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING
THE YEAR JULY 1, 1928-JUNE 30, 1929.

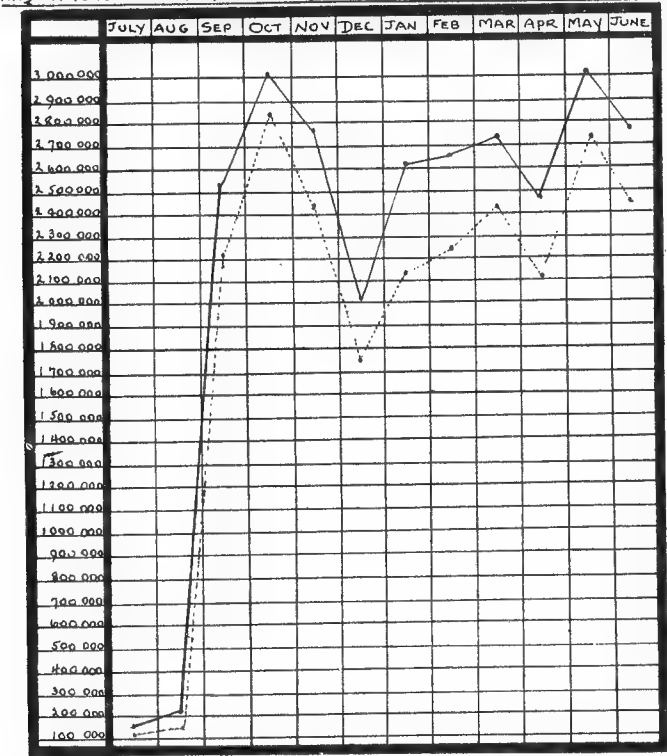
Month	Possible Aggregate	Actual Aggregate	Percentage of Attendance per Month
July	123,801.5	103,458.5	83.48
August	227,148.5	196,519.5	86.51
September	2,531,762.5	2,261,400	89.32
October	3,182,972.5	2,853,196.5	89.64
November	2,757,127	2,485,885	90.16
December	2,009,607	1,723,471	85.76
January	2,628,348	2,115,070.5	80.54
February	2,632,861	2,276,176.5	86.45
March	2,711,569.5	2,420,516	89.34
April	2,495,561.5	2,210,942.5	88.59
May	3,087,259	2,741,894	88.81
June	2,742,757	2,434,288.5	88.75
Average monthly percentage of Attendance..			87.28

The percentage of Attendance per month has decreased slightly from the previous year, due to a large falling off in the month of January.

Week-by-week attendance would be very difficult to secure, but would be of more value than the monthly ones. This statement is more nearly correct than is a yearly one.

TABLE 12.
GRAPH 2.

DIAGRAM SHOWING COMPARISON BETWEEN POSSIBLE AGGREGATE ATTENDANCE
AND ACTUAL AGGREGATE ATTENDANCE SHOWING VARIATIONS BY MONTHS.



POSSIBLE AGGREGATE IN BLACK LINE ——— ACTUAL AGGREGATE IN DOTTED LINE

TABLE 13.

SCHOOL DISTRICTS.

School Districts in existence December 31, 1928, including the units in consolidation	3,497
Consolidations in existence December 31, 1928.....	64
Number of School District units in consolidation December 31, 1928.....	205
Number of School Districts erected during the year 1929	75
Number of School Districts disorganized during the year 1929.....	9
Number of School Districts in the Province December 31, 1929, including the units in consolidation	3,563
Number of Consolidated School Districts in existence December 31, 1929.....	64
Number of School District units in consolidation December 31, 1929.....	205
Number of Rural High Schools in Province December 31, 1928.....	10
Number of Rural High Schools erected during the year 1929.....	3
Number of Rural High Schools December 31, 1929	13
Number of units in Rural High Schools December 31, 1929.....	61

TABLE 14.

ATTENDANCE OF PUPILS.

Number of Pupils attending School during the year	164,850
Number of Boys	81,423
Number of Girls	83,427
Total Aggregate Attendance for the year	22,822,818.5
Total Average Attendance for the year	123,479.93

The average number of pupils enrolled per room was 30.8, a decrease of 1.1 from the previous year. The average attendance of pupils per room was 22.9, a decrease of 1.0 from the previous year.

TABLE 15.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN, VILLAGE, AND RURAL SCHOOLS.

	City and Town	Village	Rural	Total
Less than 20 days	1,096	605	2,931	4,632
Between 20 and 39 days	1,509	849	4,949	7,307
Between 40 and 59 days	1,965	1,114	5,880	8,959
Between 60 and 79 days	1,691	714	3,764	6,169
Between 80 and 99 days	1,407	753	3,671	5,831
Between 100 and 119 days	2,151	1,028	4,811	7,990
Between 120 and 139 days	2,696	1,378	6,563	10,637
Between 140 and 159 days	5,126	2,588	11,159	18,873
Between 160 and 179 days	14,740	7,140	19,057	40,937
Between 180 and 199 days	29,265	9,218	13,963	52,446
200 days and over	39	113	917	1,069
Totals.....	61,685	25,500	77,665	164,850

Of the pupils enrolled, 57.3% attended over 160 days, an increase of 2.1% over the previous year.

TABLE 16.

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR.

Schools	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	176	126.06	85.2
Edmonton	15,433	12,975.90	96.1
Calgary	15,589	12,813.49	93.9
Thibault	205	163.89	92.8
Macleod	367	303.63	91.3
Lethbridge	2,527	2,134.44	91.7
Medicine Hat	2,656	2,239.06	92.4
Fort Saskatchewan	253	206.08	90.8
National Park	426	320.10	89.6
Gleichen	241	179.62	90.3
Red Deer	808	626.33	91.6
Pincher Creek	279	225.68	89.3
High River	467	358.38	89.5
Okotoks	269	203.52	87.7
Innisfail	335	276.89	92.8
Olds	353	285.71	92.5
Lacombe	433	284.20	90.8
Wetaskiwin	613	500.16	92.2
Leduc	313	220.11	88.5
Ponoka	337	269.56	90.5
Cardston	708	580.61	90.2
Magrath	466	374.24	89.0
Blairmore	494	417.53	91.8
Didsbury	276	210.53	90.1
Raymond	666	544.83	89.9
Claresholm	435	341.44	88.9
Athabasca	176	139.37	88.2
Irvine	82	58.93	85.0
Taber	582	459.53	88.5
Stavely	131	105.99	91.0
Coleman	679	539.43	88.0
Granum	128	102.15	89.8
Camrose	722	601.70	91.9
Vermilion Centre	336	235.29	88.3
Stettler	469	369.91	89.7
New Vegreville	600	468.09	89.7
Daysland	197	152.61	92.0
Strathmore	204	165.48	89.6
Wainwright	353	261.14	87.7
Hardisty	202	162.47	90.3
Vulcan	323	265.60	87.9
Tofield	224	177.40	91.4
Carmangay	119	90.36	86.4
Brooks	167	126.89	86.1
Bassano	216	168.39	93.3
Castor	225	176.06	89.7
Redcliffe	307	237.02	86.7
Beverley	265	213.70	89.8
Edson	449	343.16	86.0
Coronation	240	186.40	88.9
Drumheller	1,366	1,058.75	90.0
Big Valley	324	203.61	87.0
Peace River	217	167.40	89.5
Hanna	517	401.31	90.1
Three Hills	234	170.41	90.1
Grouard	157	122.25	90.5
Calgary R. C. S.	1,615	1,276.52	89.6
Edmonton R. C. S.	2,649	2,071.39	91.4
Holy Cross R. C. S.	34	24.46	88.7
Lethbridge R. C. S.	569	474.33	90.8
Sacred Heart R. C. S.	70	56.23	91.4
St. Martin's R. C. S.	108	85.22	93.2
North Red Deer R. C. S.	114	91.62	90.6
St. Michael's R. C. S.	124	104.67	94.1
St. Louis R. C. S.	158	124.35	92.5
Theresetta R. C. S.	99	70.83	90.8

Average of monthly percentages of Town Schools during the year for the months actually operated, 90.1.

This shows a slight decrease from the previous year.

TABLE 17.

TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS ACTUALLY OPERATED DURING THE YEAR.

	City and Town	Village	Rural	Total
Less than 20 days	..	..	1	1
Between 20 and 39 days (inclusive).....	..	..	8	8
Between 40 and 59 days (inclusive).....	..	..	11	11
Between 60 and 79 days (inclusive).....	..	..	12	12
Between 80 and 99 days (inclusive).....	..	..	17	17
Between 100 and 119 days (inclusive).....	..	..	28	28
Between 120 and 139 days (inclusive).....	..	1	41	42
Between 140 and 159 days (inclusive).....	..	1	96	97
Between 160 and 179 days (inclusive).....	..	2	198	200
Between 180 and 199 days (inclusive).....	64	178	2,062	2,304
200 days and over	5	19	498	522
Totals.....	69	201	2,972	3,242

During the year 93.3% of the schools operated over 160 days, an increase of 2.1% over last year, again demonstrating the benefits derived from the assistance given to districts with small assessments.

TABLE 18.

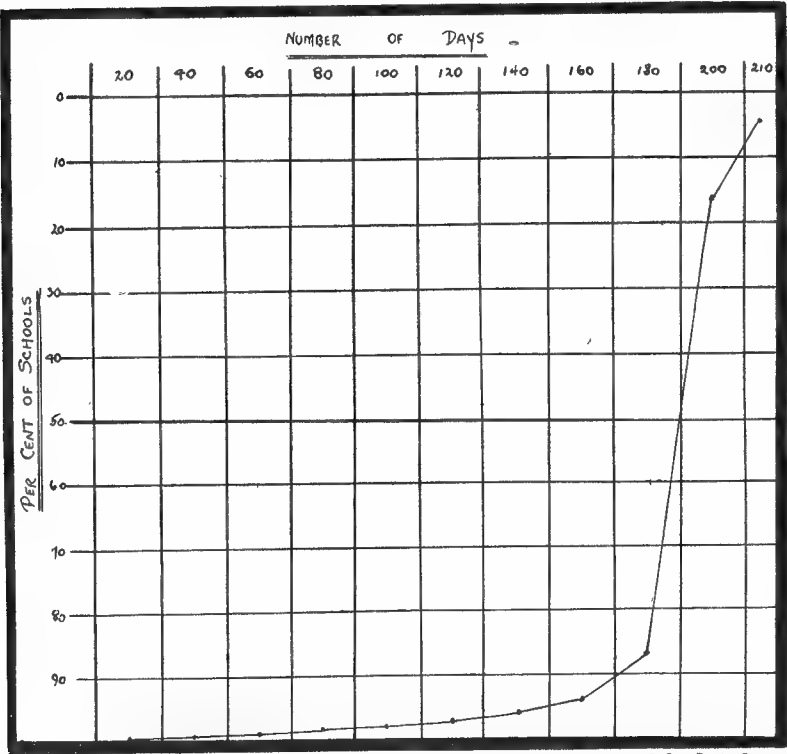
NUMBER OF SCHOOL DISTRICTS IN OPERATION AS AT JUNE 30, 1928, AND JUNE 30, 1929, AND NUMBER OF DEPARTMENTS IN EACH.

School Districts Having	Total Schools		Total Departments	
	June 30, 1928	June 30, 1929	June 30, 1928	June 30, 1929
1 Department	2,824	2,823	2,824	2,823
2 Departments	191	226	382	452
3 "	61	60	183	180
4 "	44	44	176	176
5 "	26	28	130	140
6 "	9	11	54	66
7 "	8	6	56	42
8 "	4	7	32	56
9 "	6	6	54	54
10 "	4	4	40	40
11 "	5	4	55	44
12 "	4	7	48	84
13 "	1	...	13	...
14 "	2	1	28	14
15 "	1	1	15	15
16 "	2	3	32	48
17 "	2	1	34	17
18 "	1	2	18	36
19 "	...	1	...	19
27 "	1	...	27	30
30 "	...	1	...	30
40 "	1	...	40	...
42 "	...	1	...	42
62 "	1	1	62	62
63 "	1	...	63	...
66 "	...	1	...	66
68 "	1	1	68	68
354 "	1	...	354	...
360 "	1	...	360	...
382 "	...	1	...	382
389 "	...	1	...	389
Totals	3,202	3,242	5,148	5,345

TABLE 19.

GRAPH 3.

SCHOOLS IN OPERATION 1928-29



This graph is to be interpreted as follows:— Number of Schools Operating at least 20 days is 99.9% at least 40 days is 99.6%; at least 60 days is 99.3%; at least 80 days is 98.9%; etc.,

TABLE 20.
GRAPH 4.

DIAGRAM SHOWING THE ENROLMENT & AVERAGE ATTENDANCE IN ALBERTA SCHOOLS

FROM 1905 - 1929 INCL.

Enrolment in black line
Average Attendance in dotted line

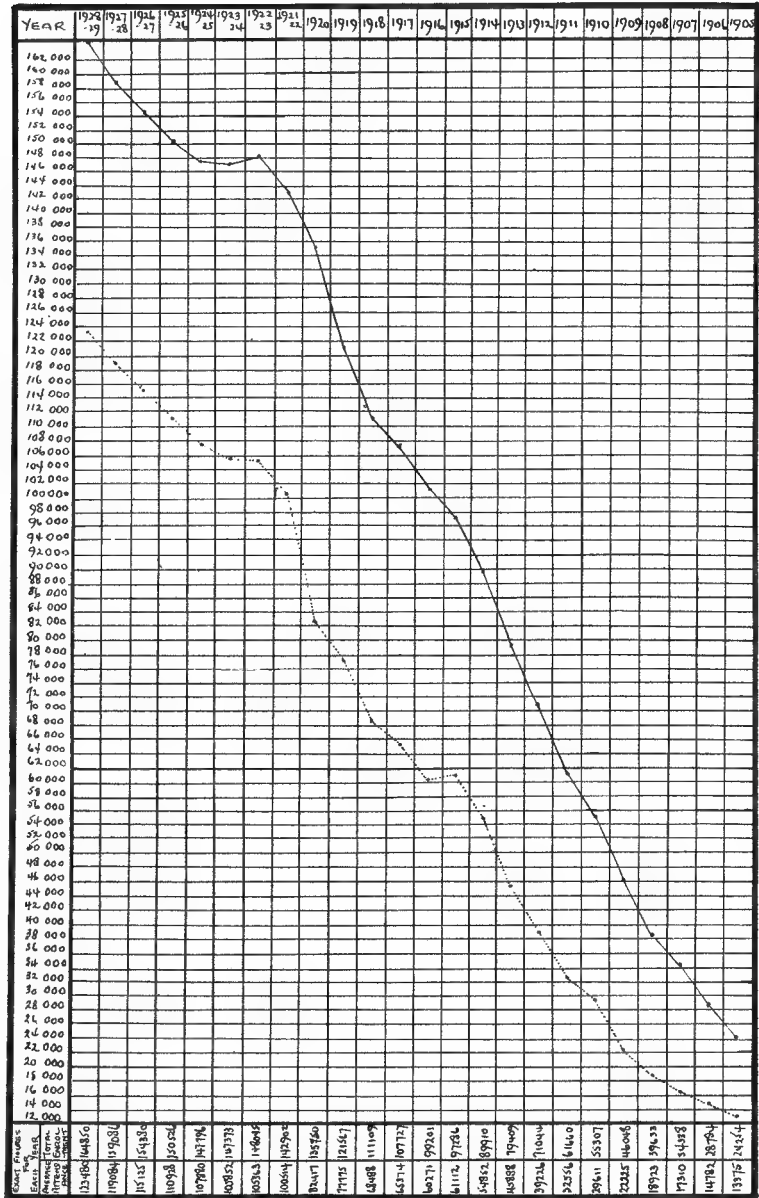


TABLE 21.
GRAPH 5.

DIAGRAM SHOWING AVERAGE NUMBER
OF PUPILS PER ROOM IN ALBERTA SCHOOLS
FROM 1905 - 1929 INC.

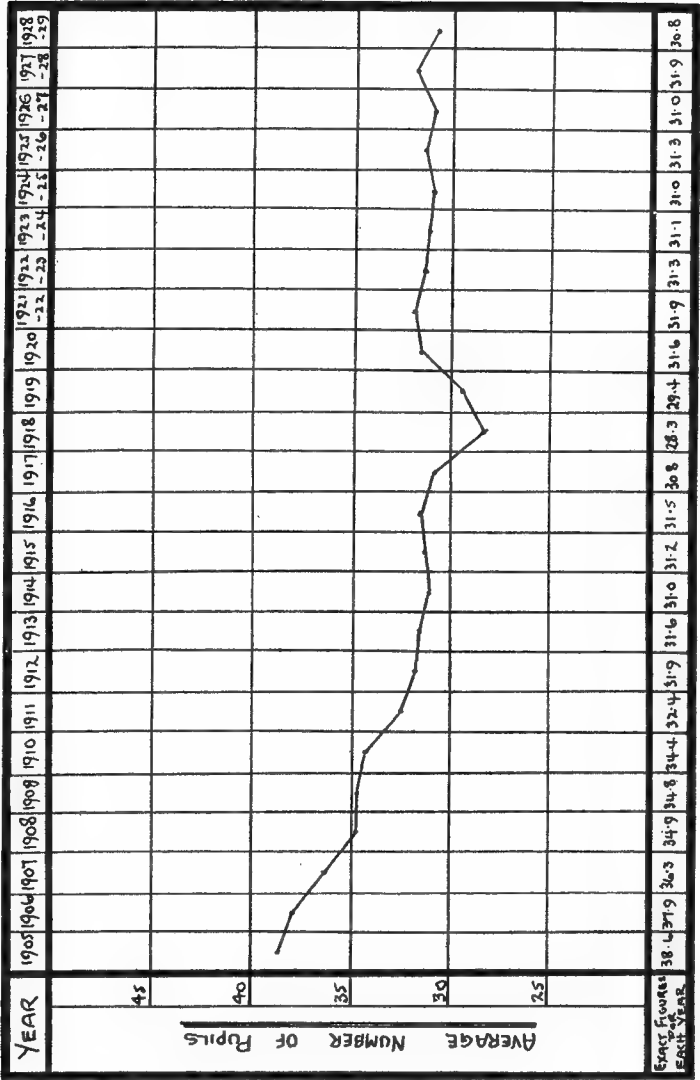


TABLE 22.

	1927-28	1928-29
1. Aggregate number of days attended during the year....	22,613,638	22,822,818.5
2. Average number attending each day	119,084.01	123,479.93
3. Average monthly percentage at attendance	87.36	87.28
4. Average number of days school was open during the year	184.61	187.93
5. Average number of days pupils attended during the year	142.15	138.43
6. Average number of days lost by pupils during the year	67.85	71.57
7. Percentage proportionate of total attendance to average attendance	74.85	74.80
8. Percentage proportionate of Secondary to Elementary grades	12.92	13.36

The length of school year shows an increase from the previous year of 3.32 days. The average number of days lost by pupils also shows an increase from the previous year. The number of days lost, however, is based on a school year of 210 days. The actual time lost by pupils is 26.3% of the time schools were in operation. Schools of cities and towns operated less than 200 days for the most part. Grades I to VIII are elementary and Grades IX to XII are secondary.

The percentage proportionate of secondary to elementary grades shows an increase of .44%. The average monthly percentage of attendance shows a decrease of .08%.

TABLE 23.

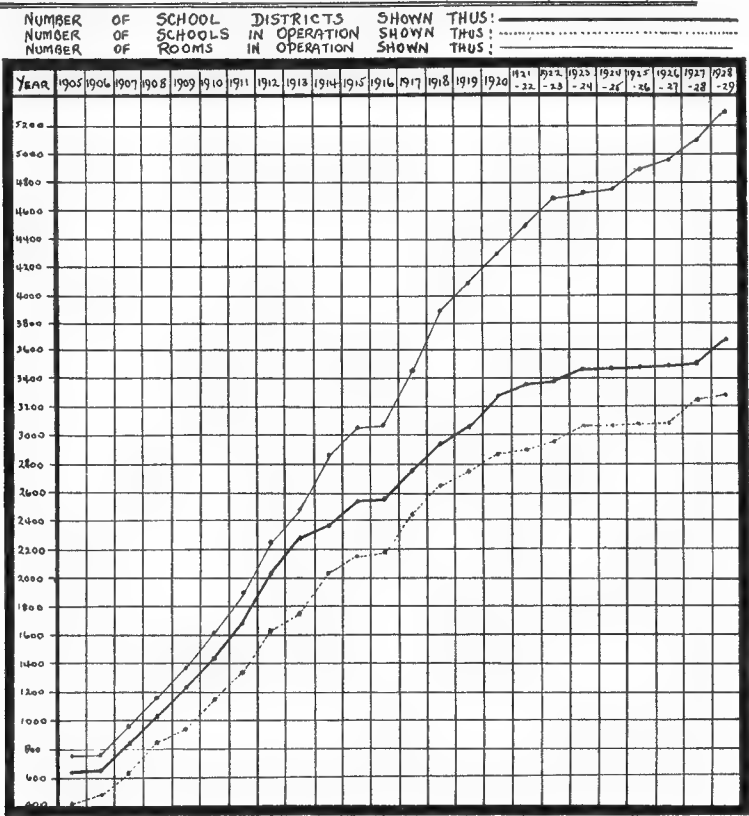
TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905-1929 INCL.

Year	No. of S.D. in existence	No. of S.D. in operation	No. of rooms in operation	Percentage of S.D. in operation	Average length of school year	Average monthly percentage of attendance
1905	602	476	628	79.07	174.4	.....
1906	746	570	760	76.41	183.2	.....
1907	902	694	945	76.94	159.6	.....
1908	1,070	851	1,135	79.53	160.0	.....
1909	1,250	970	1,323	77.60	163.2	.....
1910	1,501	1,195	1,610	79.60	158.3	.....
1911	1,784	1,392	1,902	77.93	157.0	.....
1912	2,029	1,600	2,229	78.85	178.8	.....
1913	2,235	1,705	2,511	71.81	178.3	.....
1914	2,360	2,027	2,898	85.89	181.4	.....
1915	2,478	2,138	3,082	86.36	181.5	.....
1916	2,598	2,170	3,143	83.33	184.1	.....
1917	2,773	2,471	3,497	89.11	182.5	.....
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28

This comparative table demonstrates how rapid has been Alberta's growth. It shows that in 1929 there were seven times as many schools in operation as in 1905, and the number of rooms in operation has increased over eight times the number in 1905. The regularity of attendance has decreased .08%. The data in this regard are not available prior to 1918.

TABLE 24.
GRAPH 6.

DIAGRAM SHOWING NUMBER OF SCHOOL DISTRICTS IN EXISTENCE, NUMBER OF SCHOOLS OPERATING AND
NUMBER OF ROOMS IN OPERATION IN ALBERTA SCHOOLS FROM 1905 - 1929 INCL.



DEPARTMENT OF EDUCATION

TABLE 25.

RECEIPTS AND DISBURSEMENTS.

SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL DISTRICTS
FOR THE YEAR 1928.

RECEIPTS.	
Cash on hand January 1, 1928	\$ 1,895,234.45
Proceeds from Debentures	1,097,006.33
Taxes collected	9,279,494.30
Government Grants	1,321,158.03
Pupils' Fees	126,743.88
Borrowed by Note	1,241,062.03
Amount advanced by Treasurers	6,118.63
Received from other sources	258,505.05
	<u>\$15,225,322.70</u>
DISBURSEMENTS.	
Teachers' Salaries	\$ 6,243,085.22
Official Salaries	357,525.32
Paid on Debentures	1,228,138.10
Paid on Notes (Renewals and Interest)	1,170,050.06
School Buildings and Repairs	1,806,268.58
School Grounds	117,323.59
School Furniture	176,356.18
Library and Reference Books	29,916.78
Apparatus and Equipment	59,886.73
Supplies and Stationery	247,263.22
Caretaking and Fuel	901,012.78
Insurance	79,919.73
Other Expenditures	620,118.97
Balance on hand December 31st, 1928	2,188,457.44
	<u>\$15,225,322.70</u>

TABLE 26.

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF
TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1928.

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1, 1928	\$ 674,070.09	\$1,221,164.36
Proceeds of Debentures	852,152.95	244,853.38
Taxes collected	5,125,991.21	4,153,503.09
Government Grants	584,991.26	736,166.77
Pupils' Fees	85,935.70	40,808.18
Borrowed by Note	626,886.23	614,175.80
Amount advanced by Treasurers	232.30	5,886.33
Other sources	163,789.13	94,715.92
Total	<u>\$8,114,048.87</u>	<u>\$7,111,273.83</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,254,434.03	\$2,988,651.19
Official Salaries	186,468.23	171,057.09
Paid on Debentures	961,520.35	266,617.75
Paid on Notes (Renewals and Interest)	486,286.71	683,763.35
School Buildings and Repairs	1,215,670.91	590,597.67
School Grounds	43,247.69	74,075.90
School Furniture	62,559.62	113,796.56
Library and Reference Books	8,462.15	21,454.63
Apparatus and Equipment	25,671.66	34,215.07
Supplies, Stationery, etc.	143,022.40	104,240.82
Caretaking and Fuel	546,812.08	354,200.70
Insurance	43,513.30	36,406.43
Other Expenditures	293,425.84	326,693.13
Balance on hand December 31st, 1928	842,953.90	1,345,503.54
Total	<u>\$8,114,048.87</u>	<u>\$7,111,273.83</u>

TABLE 27.

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1928.

ASSETS	Town and Village Districts	Rural Districts
Cash on hand	\$ 842,953.90	\$ 1,345,503.54
Arrears of Taxes due	1,362,839.40	2,888,123.17
Estimated value of Land and Buildings.....	14,991,526.48	5,965,593.20
Estimated value of Furniture and Apparatus	1,421,215.37	1,446,468.55
Estimated value of School Libraries	86,711.80	292,394.39
Other Assets	749,285.20	263,155.98
	<u>\$19,454,532.15</u>	<u>\$12,201,238.83</u>
 LIABILITIES		
Teachers' Salaries	\$ 15,496.53	\$ 45,985.59
Debenture Indebtedness	9,703,593.03	1,246,867.52
Outstanding Accounts	1,010,068.65	1,009,524.29
Amounts due Treasurers	170.94	5,728.26
Excess of Assets over Liabilities	<u>8,725,203.00</u>	<u>9,893,133.17</u>
	<u>\$19,454,532.15</u>	<u>\$12,201,238.83</u>

TABLE 28.

SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1928.

ASSETS.

Cash on hand	\$ 2,188,457.44
Arrears of Taxes due	4,250,962.57
Estimated value of Land and Buildings	20,957,119.68
Estimated value of Furniture and Apparatus	2,867,683.92
Estimated value of School Libraries	379,106.19
Other Assets	1,012,441.18
	<u>\$31,655,770.98</u>

LIABILITIES.

Teachers' Salaries	\$ 61,482.12
Debenture Indebtedness	10,950,460.55
Outstanding Accounts	2,019,592.94
Amounts due Treasurers	5,899.20
Excess of Assets over Liabilities	<u>18,618,336.17</u>
	<u>\$31,655,770.98</u>
Total Insurance on Property.....	<u>\$16,877,995.80</u>

DEPARTMENT OF EDUCATION

TABLE 29.

COMPARATIVE COST OF EDUCATION.

	1927-28	1928-29
IN ALL SCHOOLS:		
Cost per pupil per year according to enrolment.....	\$ 59.50	\$ 61.18
Cost per pupil per year according to average attendance.....	79.49	81.66
Average cost per pupil for each day in attendance.....	.421	.431
IN UNGRADED SCHOOLS:		
Cost per pupil per year according to enrolment.....	56.18	59.58
Cost per pupil per year according to average attendance.....	83.68	86.01
Average cost per pupil for each day in attendance.....	.448	.455
IN GRADED SCHOOLS:		
Cost per pupil per year according to enrolment.....	61.67	62.29
Cost per pupil per year according to average attendance.....	77.09	78.03
Average cost per pupil for each day in attendance.....	.39	.40
IN TOWN AND VILLAGE SCHOOLS:		
Cost per pupil per year according to enrolment.....	51.57	52.73
Cost per pupil per year according to average attendance.....	66.26	68.55
Average cost per pupil for each day in attendance.....	.338	.342
IN CITY SCHOOLS:		
Cost per pupil per year according to enrolment.....	77.43	77.48
Cost per pupil per year according to average attendance.....	90.55	93.16
Average cost per pupil for each day in attendance.....	.465	.47
IN CONSOLIDATED SCHOOLS:		
Cost per pupil per year according to enrolment.....	87.68	87.78
Cost per pupil per year according to average attendance.....	114.34	113.92
Average cost per pupil for each day in attendance.....	.59	.58

This table shows an increase in the cost of operation in all schools during the year 1928-29.

TABLE 30.

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLMENT AND AVERAGE ATTENDANCE.

YEAR	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil based on Enrolment	Actual Cost per Pupil based on Average Attendance
1905	\$ 477,906.28	.....	.....	.....
1906	422,006.25	.....	.....	.....
1907	1,793,952.86	.....	.....	.....
1908	2,393,681.25	.....	.....	.....
1909	2,735,858.20	.....	.....	.....
1910	3,362,393.33	.....	.....	.....
1911	5,025,773.48	.....	.....	.....
1912	6,667,281.81	.....	.....	.....
1913	8,684,186.04	\$ 3,211,542.71	\$40.19	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	59.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66

TABLE 31.

TEACHERS' SALARIES, 1928-29, IN ALL SCHOOLS.

Class of Certificate.	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male	679	\$3,500.00	\$ 840.00	\$1,670.76
First Female	1,257	3,000.00	600.00	1,234.04
Second Male	761	3,100.00	840.00	1,215.65
Second Female	2,960	3,000.00	600.00	1,111.24
Third Male	40	2,000.00	900.00	1,062.00
Third Female	74	1,300.00	840.00	1,010.07
*Provisional and Pending Female.....	1	1,000.00	1,000.00	1,000.00
*Provisional and Pending Male	17	1,100.00	840.00	967.06
Special Male	27	3,100.00	1,500.00	2,503.70
Special Female	11	2,900.00	1,275.00	2,007.73

*Including unauthorized teachers and those whose standing has not been determined for Alberta.

TABLE 32.

AVERAGE SALARY OF TEACHERS, 1928-29.

Average Salary per year paid in Rural Schools	\$1,055.77
Average Salary per year paid in Town Schools	1,611.40
Average Salary per year paid in Village Schools	1,277.93
Average Salary per year paid in Separate Schools	1,094.68
Average Salary per year paid in Consolidated Schools	1,229.74
Average Salary per year paid in All Schools	1,222.67
Average Salary per year paid in Urban Schools	1,482.25

DEPARTMENT OF EDUCATION

TABLE 33.

STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-1929 INCLUSIVE.

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	924	742	144	\$ 926,706.36	\$ 10,384.49	\$ 607,678.45
1907	16,244	17,324	8,103.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.35	1,486,273.67
1908	19,339	20,084	10,104.32	8,819.44	592,222.64	1,468	1,066	158	2,553,060.33	22,879.20	1,125,362.70
1909	23,165	22,883	12,495.87	9,826.19	788,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.37	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.34	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.56	1,672,525.93	3,298	2,235	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.59	2,050,697.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,489	129	13,834,839.12	111,839.97	6,836,241.52
1916	47,987	51,233	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	149	14,486,014.29	150,690.62	9,069,982.43
1918	48,800	62,229	28,961.28	39,527.37	2,860,351.67	5,652	2,964	191	14,863,976.33	191,387.86	8,827,683.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	4,902	3,106	142	15,892,920.05	224,971.07	9,990,849.44
1920	59,886	75,864	34,935.05	47,481.63	4,371,508.02	5,014	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1921	*67,967	*39,223.17	*67,967	*17,918	5,213,011.25	5,320	3,801	86	18,055,485.31	301,364.86	12,558,363.17
1921-22	66,211	76,691	41,892.60	58,621.94	5,428,826.20	5,787	3,867	78	18,442,012.38	331,581.11	12,294,175.25
1922-23	67,730	80,315	44,110.73	61,253.16	5,411,486.95	5,669	3,388	73	18,068,293.17	337,283.08	14,580,843.29
1923-24	67,455	79,918	44,133.26	61,713.38	5,432,247.53	5,727	3,409	24	18,379,211.59	364,403.00	15,416,937.14
1924-25	68,175	79,621	44,708.50	63,170.36	5,477,156.27	5,769	3,431	22	18,651,314.66	366,113.20	17,270,604.21
1925-26	68,971	81,555	46,003.79	64,918.03	5,640,218.58	5,135	3,463	40	19,028,647.66	383,982.03	17,135,184.00
1926-27	73,942	80,438	49,826.69	65,298.09	5,899,839.00	5,380	3,515	50	19,689,044.57	369,992.98	17,982,511.66
1927-28	76,081	83,005	51,470.05	67,613.96	6,243,085.22	5,815	3,571	59	20,957,119.68	379,106.19	18,618,336.17
1928-29	77,665	87,185	53,803.64	69,676.29	.....	5,827	3,640	75	.....	.....	.....

*For the June term only. The figures given for amounts expended on teachers' salaries, number of school districts organized and erected each year, values of school property, libraries and excess of assets over liabilities are for the calendar year. The value of school buildings and grounds shows an increase over the previous year. The excess of assets over liabilities shows a large increase.

TABLE 34.

SCHOOL DISTRICTS ERECTED DURING 1929.

No.	Name	Date of Erection.	Twp.	Rge.	M.	Trustee.
4382	Bow Bridge	Jan. 4, 1929	17	16-17	4	Mrs. Rebecca Ward
4383	New Dunbow	Jan. 4, 1929	20-21	27-28	4	D. Davis
4384	Fern Creek	Jan. 4, 1929	47-48	2-3	5	E. W. Smith
4385	Sandhurst	Jan. 17, 1929	37	5-6	4	F. L. Jakeman
4386	Buchanan Creek	Jan. 18, 1929	90-91	22-23	5	Oscar Nord
4387	Enilda	Jan. 22, 1929	74	15-16	5	J. Peever
4388	Fairview	Feb. 22, 1929	81-82	3-4	6	R. H. Macdonald
4389	Ferry	Feb. 4, 1929	63-64	1-2	5	R. Klotzbach
4390	Perryvale	Feb. 4, 1929	62-63	23	4	P. Jennings
4391	Notikewin	Feb. 5, 1929	91-92	22-23	5	A. H. Maclean
4392	Gould	Feb. 14, 1929	84-85	23	5	Jas. N. Bentley
4393	Landscape	Feb. 14, 1929	38-39	8	4	J. Gilbertson
4394	Eagle Point	Feb. 19, 1929	33	5	5	C. C. Sheets
4395	Halach	Feb. 23, 1929	61-62	25-26	4	J. J. Le Blanc, B.A.
4396	East Coulee Village....	Mar. 4, 1929	27-28	18	4	Gordon Murray
4397	Loretta	Mar. 15, 1929	91	22-23	5	Mike Schroh
4398	Hammond	Mar. 15, 1929	67-68	19-20	4	Charles Gagnon
4399	Saar	Mar. 15, 1929	33-34	12-13	4	C. E. Paasche
4400	Klondyke	Mar. 15, 1929	62-63	4-5	5	R. A. Vanstone
4401	New Beauvallon	Mar. 19, 1929	54	9-10	4	E. Thachuk
4402	Morecambe	Mar. 19, 1929	54	10-11	4	John Marion
4403	Centre Lodge	Mar. 22, 1929	48	28	4	John Scoffield, B.A.
4404	Michael	Mar. 22, 1929	53	27	4	Vital Callihoo
4405	Gascony	Mar. 22, 1929	35-36	2-3	4	Albert Cayssials
4406	Holmes' Crossing	Apr. 6, 1929	61	5-6	5	Larson Lee
4407	Buller	Apr. 6, 1929	63-64	4-5	5	Bruce Seiffert
4408	Lyle	Apr. 6, 1929	39-40	2	4	Ivan Gilmer
4409	Ben's Lake	Apr. 6, 1929	54	13-14	4	A. J. Venne
4410	Ustia	Apr. 22, 1929	51	17	4	D. Kozowy
4411	Lexden	Apr. 22, 1929	61	21	4	Geo. Hargreaves
4412	Seiu Lake	Apr. 27, 1929	25	17-18	4	C. W. Hall
4413	Guay	May 28, 1929	79-80	20-21	5	Edgar Reume
4414	Mapova	May 28, 1929	61-62	21-22	4	Alex. Alho
4415	Bon Ayr	May 30, 1929	8-9	15	4	H. C. Sweet, B.A.
4416	Reo	July 3, 1929	44	26	4	Adolph Anderson
4417	Twilight	June 7, 1929	71-72	5	6	G. V. Carveth
4418	Muriel Creek	June 15, 1929	61-62	3-4	4	R. Brown
4419	Stockman	June 15, 1929	71-72	16-17	5	Robert L. Wyle
4420	Shallow Waters	June 21, 1929	24-25	19-20	4	Theodor Larsen
4421	Moose Lake	June 21, 1929	60	6-7	4	
4422	Basswood	July 3, 1929	48	5-6	4	Harry Phillips
4423	West Vale	July 3, 1929	76-77	3-4	6	L. J. Wilson
4424	Paradise Valley Village	July 5, 1929	46-47	2-3	4	John Fair
4425	La Corey	July 5, 1929	62-63	5-6	4	A. Bureau
4426	Stony Slope	July 22, 1929	26	1-2	4	Merrit B. Francis
4427	Spruce Canyon	July 27, 1929	61-62	18-19	4	F. A. Shenfield
4428	Inland	July 30, 1929	51	15-16	4	W. G. Cole
4429	Mountain Ash	Aug. 6, 1929	53-54	15	5	J. H. Schmidek
4430	Hines Creek	Aug. 6, 1929	83-84	4	6	Mrs. A. J. Coon
4431	Chinook Valley	Aug. 6, 1929	76	6	6	Joseph Murray
4432	Border	Aug. 7, 1929	1	8	4	N. Kunzli
4433	Wallace	Aug. 12, 1929	10	21	4	S. Kotch
4434	Bridge View	Aug. 14, 1929	76-77	6	6	Wm. Jones
4435	Hondo	Aug. 14, 1929	70-71	26-27	4	G. F. Hawes
4436	Millarston	Aug. 15, 1929	70	7-8	6	J. C. Laplace
4437	Black Diamond Village	Aug. 15, 1929	20	2	5	R. C. Phillips
4438	Fenn	Aug. 19, 1929	36	19-20	4	R. R. Collins
4439	Bonnie View	Aug. 19, 1929	4	20	4	V. L. Phillips
4440	Tarzan	Aug. 19, 1929	70-71	19-20	5	M. Koropecski
4441	Mona	Aug. 19, 1929	31	28	4	B. Atkinson
4442	Ray Lake	Sept. 3, 1929	74-75	12-13	6	Byron Goodvin
4443	Mount Saskatoon	Sept. 3, 1929	72	9-10	6	J. J. Walker
4444	Brownlee	Sept. 3, 1929	48	3	5	Paul J. Collin
4445	Hobbema	Sept. 4, 1929	44-45	24	4	J. B. Kramer
4446	Dewberry Village	Sept. 4, 1929	52-53	4	4	W. H. Anderson
4447	Reward	Sept. 7, 1929	46-47	15-16	4	E. Keohli
4448	Crawling Valley	Sept. 23, 1929	25-26	17	4	A. A. Cashman
4449	Arethusa	Oct. 4, 1929	23-24	6	4	
4450	Carway	Nov. 21, 1929	1	25-26	4	
4451	Topland	Nov. 22, 1929	61-62	6-7	5	J. H. Green
4452	Gauthier	Nov. 22, 1929	78	22-23	5	J. St. Armand
4453	New Moose Hill	Nov. 27, 1929	48	4-5	5	
4454	Springwell	Dec. 3, 1929	59-60	1-2	5	Ralph Fremlin
4455	Ardlebank	Dec. 7, 1929	29	23-24	4	A. E. S. Bell
4456	Lepage	Dec. 13, 1929	61-62	5-6	4	

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TABLE 34—(Continued)

RURAL HIGH SCHOOL DISTRICTS ERECTED DURING 1929.

No.	Name.	Date of Erection.	Twp.	Rge.	M.
11	Bow Slope	July 22, 1929	15-16-17	15-16	4
12	Splan	July 22, 1929	51-52-53	25-26	4
13	Spirit River	Sept. 14, 1929	77-78-79	5-6-7	6

SCHOOL DISTRICTS DISORGANIZED DURING 1929.

No.	Name.	Date of Disorganization	Twp.	Rge.	M.
4030	Geddes	Jan. 1, 1929	23-24	11-12	4
2614	Sherentz	Mar. 19, 1929	54	10-11	4
3543	Shandleigh	April 18, 1929	22-23	11	4
3759	Battle River Prairie..	May 17, 1929	91-92	22-23	5
4210	Pleasant site	June 13, 1929	34	13-14	4
745	Schneiderville	Sept. 1, 1929	45	18-19	4
986	Glen Mede	Nov. 4, 1929	19	2	5
4437	Black Diamond Village	Nov. 4, 1929	20	2	5
1770	Wellsdale	Nov. 13, 1929	53	5	4

TABLE 35.

REPORT OF PRIVATE SCHOOLS.
ELEMENTARY AND SECONDARY FOR THE SCHOLASTIC YEAR ENDING
JUNE 30th, 1929.

Number of Colleges reporting, 25.

	Male	Female	Total
No. of Teachers in Residence	39	74	113
No. of Teachers not in Residence	32	39	71
No. of Pupils in Residence	864	759	1623
No. of Pupils not in Residence	863	1129	1992
No. of Pupils also enrolled in publicly controlled schools	32	46	78
No. of Pupils doing work of Elementary Grades	766	734	1500
No. of Pupils doing work of Secondary Grades	551	764	1315
No. of Pupils doing special work only	410	390	800
Total Enrolment		3,615	
Average Attendance		3,251.41	
Average number of days School operated		197.91	
Length of course in years		4 to 14	years
SCHOOLS UNDER CONTROL OF:			
(a) Church			10
Corporation			4
Society			2
Private Individuals			9
(b) Religions Denominations			17
Non-Sectarian			8

TABLE 36.
PRIVATE SCHOOLS.
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1929

	Sex	5 yrs and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Grade I.	Boys	18	46	44	16	10	3	3	4	3	2	1	1						139
	Girls	22	45	50	13	8	5	4	2	1	3	2	1						151
Grade II.	Boys		5	18	26	17	5	4	2	3	2								84
	Girls		3	22	24	15	4	5	4	2	2								81
Grade III.	Boys			6	24	30	19	8	2	2	2								94
	Girls			4	26	35	18	10	4	3	3				1				105
Grade IV.	Boys			1	4	26	30	16	6	2	3								92
	Girls				5	24	27	18	3	1	2								81
Grade V.	Boys					2	22	31	20	13	4						1		95
	Girls					3	18	23	12	4	4				1	2			75
Grade VI.	Boys							31	35	22	6							1	108
	Girls							21	27	16	7				2	1			84
Grade VII.	Boys							2	13	17	15								58
	Girls							3	15	20	34				2	1			76
Grade VIII.	Boys								3	20	18				3	1			96
	Girls								2	18	25				2	1			81
Grade IX.	Boys								2	10	64				71	17			311
	Girls								1	15	85				47	14			377
Grade X.	Boys									2	12				33	13			302
	Girls									2	15				35	18			365
Grade XI.	Boys										1				58	79			260
	Girls										3				75	89			332
Grade XII.	Boys														7	24			88
	Girls														1	8			70
Totals by Sex.	Boys	18	51	69	70	85	84	92	83	92	141	201	232	212	134	50	50	63	1727
	Girls	22	48	76	68	85	74	84	71	82	166	248	283	247	142	74	54	64	1888
Grand Totals		40	99	145	138	170	158	176	154	174	307	449	515	459	276	124	104	127	3,615

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TABLE 37.

REPORT OF BUSINESS COLLEGES (Private)
For the Scholastic Year ending June 30, 1929.
Number of Colleges reporting, 5.

	Male	Female	Total
No. of Instructors.....	22	31	53
No. of Students enrolled.....	1064	1628	2692
No. of Students in Day Courses.....	707	1123	1830
No. of Students in Night Courses (not also in Day Courses)....	357	505	862
AVERAGE NUMBER OF DAYS COLLEGES OPERATED:			
For Day Courses			238.80
For Night Courses			76.25
AVERAGE NUMBER OF HOURS OF SESSION:			
For Day Courses			5.60
For Night Courses			2.74
SYSTEMS OF SHORTHAND:			
Gregg			523
Pitman			377

TABLE 38.

COURSES OR COMBINATION OF COURSES.

	Students During Year			
	Day Courses		Night Courses	
	Male	Female	Male	Female
ACADEMIC:				
Public School	45	30	23	20
High School	75	95	40	50
Correspondence	35	45	....	....
COMMERCIAL:				
Book-keeping	158	239	108	146
Shorthand	65	391	65	253
Penmanship	44	75	60	85
Office Routine	63	134	42	131
Rapid Calculation	21	62	19	48
Telegraphy	35	7	21	4
MUSIC AND EXPRESSION	375	505	....	....
(Day and Night Courses)				
	916	1583	378	737

TUITION FEES:	By Month	For Course
Day Courses	\$13.00-\$20.00	\$90.00-\$110.00
Night Courses	6.00- 6.50	40.00- 45.00

NORMAL TIME FOR GRADUATION (Day and Night Courses)..... 6 to 18 months

TABLE 39.

STUDENTS IN EACH OF THE FOLLOWING BRANCHES OF SUBJECTS.

Subjects Offered	Students	
	Male	Female
Arithmetic	177	140
Book-keeping	266	385
Business Practice	175	250
Civics	60	40
Commercial Law	65	51
Commercial Geography	40	15
Correspondence	330	585
English Literature	225	275
English Composition	300	450
Filing	25	100
French	30	45
Business Papers	107	105
Office Routine	141	260
Penmanship	383	687
Rapid Calculation	202	196
Spelling	414	695
Adding Machine	10	40
Typewriting	301	722
Mechanical Book-keeping	5	10
Mimeograph	50	150

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